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ABSTRACT

This teaching manual helps college faculty understand how to work with diverse students in the classroom. An introductory section defines diversity, discusses teacher attitudes, and suggests where to begin. The 14 chapters are: (1) "Creating Inclusive Classrooms"; (2) "Selected Strategies for Teaching for Inclusion"; (3) "Gender"; (4) "Class in the Classroom"; (5) "African American Students"; (6) "Latino/Hispanic Students"; (7) "Native American Students"; (8) "Asian American Students"; (9) "European American Students"; (10) "International Students"; (11) "Gay, Lesbian, Bisexual and Transgender Students" (12) "Students with Diverse Religious Beliefs"; (13) "Students with Special Physical or Learning Disabilities"; and (14) "Nontraditional Students." The 15 appendixes include tables, lists, and data on: faculty and staff diversity; gender enrollment; minority enrollment; regional information; legal bases for multicultural education; policy goals for equal education; racial harassment; gender equity policy; discrimination and harassment policy; diversity scholarships; human rights and human diversity; campus resources on diversity list; and a university diversity videos catalog. An annotated bibliography is also included. (SM)

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Teaching for Inclusion

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A Resource Book for Faculty

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Teaching for Inclusion: A Resource Book for NU Faculty

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Preface

Welcome to the 1999 edition of UNL's *Teaching for Inclusion: A Resource Book for NU Faculty.* This teaching manual is a publication of the Teaching and Learning Center with the support of the Faculty Liaison Task Force for Diversity, the Office of the Senior Vice Chancellor for Academic Affairs, the Office of the Associate Vice Chancellor for the Institute of Agriculture and Natural Resources, and the Faculty Liaison Task Force for Diversity. It is intended to provide you with a general introduction to the diversity found in your classroom and to offer ideas for inclusive teaching strategies.

The creation of the Faculty Liaison Task Force for Diversity acknowledges the faculty's unique role in achieving the campus's goal of creating a supportive learning and working environment and enhancing the campus and classroom climate for all students. The Task Force was specifically charged with supporting faculty in their efforts to achieve a more inclusive culture, in the retention of women and ethnic minority students, and in furthering discussions of the benefits of diversity. This manual is a modest attempt to support faculty in that effort.

A unique aspect of this manual is the collaboration of students who reflect the cultural and ethnic diversity on our campus as well as diversity of their learning needs. We listened to their experiences and incorporated their perspectives as learners into this manual. We hope that this increases your awareness of some of the characteristics of your students and encourages you to think about why you teach the way you do and about how students can best learn from you.

We hope this manual will become one of the many tools you will use to help you develop and strengthen your teaching effectiveness at UNL. We encourage its use in workshops and discussions on inclusive, culturally responsive teaching.

The Faculty Liaison Task Force for Diversity and the Teaching and Learning Center are pleased to support UNL's commitment to diversity and to excellence in teaching, and we wish you the best in your deliberations on these issues.

Delivee Wright, Director
Teaching and Learning Center

Evelyn Jacobson
Associate Vice Chancellor for Academic Affairs

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I'd also like to acknowledge colleagues outside the University of Nebraska-Lincoln who shared experiences and granted permission to use their materials: Center for Teaching and Learning, The University of North Carolina; Center for Research on Learning and Teaching, The University of Michigan; Office of Instructional Development and Technology, Dalhousie University; and the University of Maryland Diversity Digest.

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December 1999

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Introduction

In the last half of the twentieth century, institutions of higher education have been called to respond to ever increasing diversity in the student population. With the return of hundreds of thousands of veterans after WWII and after the Korean War in the 1950s, "the dramatic growth of public institutions helped convert higher education from a privilege shared by a few to a right accessible to all" (Mayberry, 1996, p.1).

The gains of the civil rights movement and the women's movement in the 1960s and 1970s, subsequent affirmative action legislation, and veterans of the Vietnam War taking advantage of the GI Bill all contributed to changing the face of higher education into one that is racially, ethnically and economically diverse. In 1993, minority students accounted for 26 percent of the total college and university undergraduate enrollment (*Chronicle of Higher Education*, 1995; minorities include American Indian, Asian American, Hispanic, African American, and foreign students). Increasingly non-traditional, older students occupied seats in our classrooms, bringing additional diversity of experience into the college setting.

Troubling, however, was the prevalence of the theme of alienation in higher education in the literature concerning racial and ethnic minorities, women, people with disabilities, and other nontraditional groups. There was increasing concern that campuses do not effectively involve those who are different. Smith (1991) found that "Alienation, lack of involvement, marginalization, overt racism, insensitivity, sexual harassment, and discrimination tend to characterize the campus experience, the classroom, and the curriculum for students who are different... In higher education, the condition of diversity is all too often a condition of alienation (p. 2)."

Addressing this sense of alienation is critical to student learning and success. We know that connection to and involvement in the educational process enhances learning, affects student academic performance, and increases student retention and persistence (Astin, 1993; Loevinger, 1994).

Astin(1993) also found that "the weight of empirical evidence shows that the actual effects on student development of emphasizing diversity and of student participation in diversity activities are overwhelmingly positive" and that "there are many developmental benefits that accrue to students when institutions encourage and support an emphasis on multiculturalism and diversity" (p. 431).

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Most colleges and universities seek to develop in their students a respect for diversity, an understanding of different cultures, and the ability to work constructively and effectively with others who have different backgrounds, goals, and priorities. A study of thirty-four thousand faculty found "Perhaps the most striking shift between 1989 and 1995 has been the increased commitment to diversity and multiculturalism among faculty and their institutions" (Astin, 1991). The University of Nebraska-Lincoln is no exception. In the draft *Comprehensive Diversity Plan for the University of Nebraska-Lincoln*, this commitment is articulated.

- **Diversity strengthens the academic quality of the University,**
- **Diversity is the right way to serve an increasingly heterogeneous society,**
- **Diversity keeps faith with the open-access dreams of those who founded the University of Nebraska,**
- **Diversity contributes to the redress of historical inequities that continue to plague our nations,**
- **Diversity addresses our legal obligations, and**
- **Diversity is crucial to our ability to educate our students for the twenty-first century.**

A campus community composed of faculty, students and staff of diverse cultural, racial and ethnic backgrounds makes the University of Nebraska both more exciting and more complex. To attain this diverse campus, we must identify ways and means to institute our principles. Our goals speak to the need to recruit and retain a truly diverse community of faculty, students, and staff and to create an environment supportive of such a community.
(*http://www.unl.edu/svcaa/Diversityplan*)

On February 4, 1998, the American Council on Education released a statement affirming the educational value of diversity. The statement has been endorsed by a number of education associations such as the American Association of University Professors, the Council of Graduate Schools, and the National Collegiate Athletic Association. The University of Nebraska-Lincoln joins in endorsing this statement since it mirrors our commitment to achieving diversity among faculty, staff and students.
(***http://www.acenet.edu/washington/letters/1999/01January***)

The University of Nebraska-Lincoln's commitment to diversity is thoroughly discussed in Section 5 of the North Central Accreditation Report written for the accreditation review in January, 1997. Entitled *Fostering Diversity and Preparing Students to Handle the Complexities of Modern Society,* the entire discussion can be found at the following website:
http://www.unl.edu/svcaa/Activities/NCA/chapter5.html.

Of particular note is UNL's Comprehensive Education Program for undergraduates which notes that understanding multiple perspectives is a key component of knowledge for general education. Section 7 provides additional discussion of access, equity and diversity commitments at UNL. This can be found at ***http://www.unl.edu/svcaa/Activities/NCA/chapter7.html.***

In 1999, the Vice Chancellor for Academic Affairs' Faculty Liaison Task Force for Diversity conducted an inventory of diversity initiatives and challenges. Deans, directors, and chairs identified the diversity related experiences they and their faculty have encountered in classrooms. Clustered around five themes, these experiences are:

1. ***Lack of Sensitivity***
   Students, fellow staff members or faculty colleagues making racist, sexist or homophobic remarks or allowing off-color jokes to be told in class was a common experience.

   Respondents noted a lack of understanding of the experiences of people of color among Nebraska students who have had little or no exposure to people of color.

2. ***Stereotyping***
   Respondents found that assumptions made about the merit or intellectual ability of women and people of color continue, and are particularly clouded by a lack of understanding of affirmative action.

   Language difficulties with international students were noted as a cause for negative stereotyping of these students.

3. ***Personal Growth/Development***
   The adaptation of current teaching practices needed when students had learning differences or physical disabilities, non-traditional status, or varied learning styles provided opportunities for reflection on teaching practices.

   Respondents cited need for guidance on how to handle complaints of differential treatment and uncomfortable environments in the classroom stemming from incivility on the part of students to others.

   Respondents identified a need to learn how to respond to student challenges of racist texts or content in class, closed-minded 'politically correct' students, and those who proselytize their religious perspectives, all of which can create a tense classroom environment.

4. ***Discomfort***
   Fear of being perceived as racist or sexist inhibits dialogue about issues and was noted as a key concern, along with faculty being afraid to say the wrong thing.

   Respondents noted that faculty of color report student discomfort with their leadership in the classroom, often stemming from lack of exposure to people of color.

See the Faculty Liaison Task Force for Diversity report for further discussion of the challenges for teaching for diversity and inclusion in various departments. The report can be found at ***http://www.unl.edu/svcaa/Activities/TF/DInventory.html***

The Teaching and Learning Center is committed to the enhancement of the learning environment for all students, so we asked students representing the diversity found on our campus to tell us about their classroom experiences. Fifty-three students shared their stories and observations as learners in group and individual interviews. Observations shared from their unique positions in the classroom combined with existing research on effective, inclusive teaching provide UNL faculty with insight into their experiences and tools for inclusive teaching.

Practicing inclusive teaching and attuning to the learning needs and styles of our diverse student population will benefit all students in the challenge of successfully negotiating a diverse world.

What do we mean by diversity?

The draft diversity plan for the University of Nebraska-Lincoln suggests that:

> Diversity is the multiplicity of people, cultures and ideas that contribute to the richness and variety of life. In practice, diversity refers to the many dimensions within which people share similarities and differences. Diversity broadly encompasses the mixture of similarities and differences along several dimensions: race, national origin, ability, religion, sexual orientation, age and gender. It includes values, cultures, concepts, learning styles and perceptions that individuals possess. By its very nature, diversity fosters inclusiveness, encourages the exchange of new ideas, improves decision making, and broadens the scope of problem solving.
>
> Diversity in all its dimensions must be valued. Where there is diversity, there is evidence of openness, emergence of inclusiveness, and a respect and appreciation for differences. Where diversity exists, there is indeed an enriched environment.
>
> Diversity is about creating an equitable, hospitable, appreciative, safe and inclusive campus environment—one that embraces the full spectrum of all community members' contributions. We must respond with effort and vigor to issues of diversity. We are committed to enhancing the quality of experience for **all** members of the University community.

A few cautions are necessary.

- There is always a danger of over simplification and generalization of any one student's experience as representative of each and every student from the same racial or ethnic group, gender, sexual orientation, or place of origin. While people do share phenomenological characteristics with those who share the same group identity, there are significant individual differences between and within group members. Assigning expectations based on group membership is stereotyping the student. This is not our intent.

- Culture and ethnicity are dynamic, powerful forces that can influence both student and faculty predispositions toward learning and teaching, yet they are not deterministic. Culture is best understood as a framework through which actions are filtered or checked as individuals go about daily life and not as a rigid set of prescribed behaviors (Hanson, 1992). Cultural practices are learned behaviors, constantly evolving, and can be modified.

None of us are solely the products of our individual environments and many of us vary in the degree by which we identify with our cultural heritage within the context of the larger culture.

- All faculty members develop their own teaching styles resulting from their teaching philosophies, learning and teaching preferences, requirements of the curriculum, and personal comfort levels with various methods. No one style fits all situations and it is not our intent to suggest otherwise. We encourage you to reflect on the issues presented in this volume and to incorporate suggestions and ideas that will enhance your ability to respond to diverse learners.

- Discomfort may exist when discussions about identity surface, particularly where race or sexual orientation is considered. Nearly every discipline has topics which will arouse strong feelings and challenge one's belief systems or past understandings. We hope faculty will welcome these moments as excellent learning opportunities for all. We further encourage faculty to develop their own knowledge about multiple perspectives in the intellectual community.

- Many excellent resources exist for inclusive teaching, effective teaching, and varied assessment strategies that can be found in the Teaching and Learning Center Resource Room. Of particular note are those geared specifically to UNL. We urge you to read the ***Instructional Guide for University Faculty*** (1999) or the ***Instructional Guide for UNL Teaching Assistants*** (1997) to further strengthen your teaching skills, which can enhance the learning environment in your classroom.

Where to begin

Many of us begin to think about addressing diversity issues in the classroom when we have had an experience that challenges us, a critical student, or a classroom dialogue which turned into a shouting match. Perhaps a student with a learning disability or a physically challenging condition caused us to rethink how we present material. Given that the enrollment of people of color is only 9.86% (5.86% excluding non-resident international students) of the total enrollment at UNL, many faculty indicate they have little experience with racial and ethnic diversity in the classroom. As a result, we may unconsciously respond to ethnically or racially diverse students with stereotypic assumptions about their concerns, behaviors, and/or identity.

For many faculty, to begin to address these issues is difficult. Fear of being accused of insensitivity (or worse, one of the "isms"), reluctance to acknowledge gaps in our knowledge, and denial that differences matter in the instructional setting are all reasons faculty give for their reluctance or for hesitation to embrace more culturally responsive modes of teaching. Whatever the fear, diversity among our students is a reality.

Recognize that attention to diversity in your classroom will help to create an environment in which each student can learn to his or her fullest potential. This benefits all students, not just students of color. All students in the 21st century will need to develop skill in working with diverse colleagues in the increasingly global climate. Among the conclusions of the first national poll on diversity in higher education, conducted by DYG Inc., for the Ford Foundation's Campus Diversity Initiative in 1998, are:

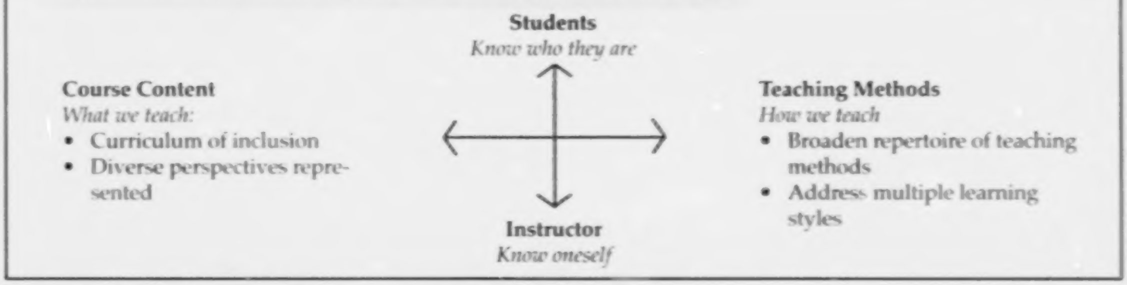
> Ninety-seven percent of respondents agree that "in the next generations, people will need to get along with people who are not like them." Ninety-four percent agree that the "nation's growing diversity makes it more important than ever for all of us to understand people who are different from ourselves." Just one in five Americans (22 percent) say the nation is doing a good job of preparing itself to meet the challenges that lie ahead (*Lincoln Journal Star*, Oct. 19, 1998, p. 4B).

Historically, as institutions evaluated student performance, success or failure was attributed to characteristics of the students. The result is that responsibility for success is defined in terms of the individual, resulting in a deficit model of students. Faculty become more inclusive as they shift their basic conceptual framework from one of merely assisting or accommodating those who are different to "survive in an alien world," to a broadened focus of what they can do to enhance the educational experience for all students, thus removing any previously held deficit view.

To become even more effective in our teaching, Adams and Marchesani (1992) suggest a multidimensional approach to understanding the teaching and learning process for faculty. These four dimensions of teaching and learning are:

- Knowing oneself as a person with a prior history of academic socialization and how that interacts with learned beliefs and one's own social and cultural background. Did you grow up in a monocultural community?
- Knowing one's students and understanding the ways in which they experience the college classroom; how might students from various social and cultural backgrounds experience your classroom? Are they alienated, isolated or injured by derogatory remarks or demeaning stereotypes or increased scrutiny?
- Selecting course content that incorporates diverse social and cultural perspectives. What sources do you consult? Have you read the contributions of various authors?
- Developing a broad repertoire of teaching methods that address learning styles of students from different social backgrounds and needs of students with various learning disabilities (pp. 10-11).

Dynamics of Multicultural Teaching and Learning


Students
Know who they are
Course Content
What we teach:
• Curriculum of inclusion
• Diverse perspectives represented
Teaching Methods
How we teach
• Broaden repertoire of teaching methods
• Address multiple learning styles
Instructor
Know oneself

Source: Adapted from Jackson, 1988, and Adams and Marchesani, 1992.

Garcia (1998) offers seven guiding principles which help educators teach for diversity and inclusion. They are:

- Know yourself and how you respond to experiences with diversity.
- Study human differences and examine your attitudes toward them.
- Identify your own and your students' learning styles and work to accommodate different modes of learning.
- Teach critical thinking in the context of cultural awareness.
- Teach self-control, self-respect, and respect for others.
- Foster a positive school and classroom environment - a community of learners.
- Select curricula and instructional materials that exemplify a value for diversity.

The following questions adapted from James Boyer, Kansas State University, provide a starting point for reflection (the entire list for faculty and for administrators is available in the TLC Library):

- In developing class presentations (lectures), do I indicate the relationships of culturally different people and contributions to the majority cultural experience within my discipline?

- Have I explored the research and literature within my own discipline or area of teaching for specific content reflecting multi-ethnic/minority (non-European) perspectives?

- Have I recently examined the textbooks I use to determine if they promote racial, gender, sexual orientation stereotypes or negative ethnic images?

- As a teacher of the sciences, am I familiar with the contributions of inventors, scientists, technologists who are women or people of color or gay and lesbian?

- Have I examined my reading list for the inclusion of authentic authors and works? (Authentic authors are those writing about a particular group who also are members of the particular group.)

- Have I reviewed my instructional profile recently to relate it to the varied learning styles of my students? Do I recognize their learning styles?

- How comfortable am I teaching students who are racially/ethnically diverse from myself? How comfortable am I teaching students with disabilities? How do I feel about students whose primary language is not English? Or who come from a different social class than I do?

- Do I encourage critical thinking and open discussion in my classes?

These questions provide a basis for reflecting on the process of developing an inclusive approach to teaching.

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Chapter 1

Creating Inclusive Classrooms

What UNL students tell us reflects the messages found in the literature on multicultural and inclusive teaching: 1) they need to feel welcome in the classroom; 2) they want to be treated as individuals who, while from a particular social grouping which gives them identity, are not representative of that group; 3) they need to participate actively in the life of the class; 4) they need to be treated fairly; and 5) they need to know how the course applies to life and career goals.

Feeling welcome and included in the classroom are key to student motivation to learn (Wlodkowski & Ginsberg, 1995). As are most faculty, you are no doubt keenly interested in your students' success. Understanding what makes an inclusive classroom, the academic culture, teaching and learning styles, and some specific strategies for inclusive teaching will assist you in the goal of creating an inclusive classroom which leads to student success.

What Is an Inclusive Classroom?

Saunders and Kadia (1998) define inclusive classrooms as:

> classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted.

Diversity Issues for the Instructor

Perceived diversity. When we speak of diversity in the classroom, we usually focus on the diversity of the students in the room. We often forget that the teacher also brings aspects of personal identity (such as race, religion, socioeconomic background, and learning styles) to the classroom. Every teacher brings his or her physical appearance and culture into the room

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at the same time as the students. How you look, how you speak, how you perceive the role of the academic, and the extent to which these differ from the physical, cultural and intellectual backgrounds of your students will have a profound effect on interactions in your classroom. Thus you need to be aware of possible reactions among the students to your race, gender, age, ethnicity, physical attributes and abilities. Preparing for such reactions will involve not only knowing as much as you can about your students, but also turning the mirror to yourself, and finding out about your own experiences with diversity.

You might identify your own attitudes toward diversity by remembering certain pivotal moments in your life. Ask yourself the following questions:

1) Recall the incident in which you first became aware of differences. What was your reaction? Were you the focus of attention or were others? How did that affect how you reacted to the situation?

2) What are the "messages" that you learned about various "minorities," or "majorities" when you were a child? At home? In school? Have your views changed considerably since then? Why or why not?

3) Recall an experience in which your own difference put you in an uncomfortable position vis-a-vis the people directly around you. What was that difference? How did it affect you?

4) How do your memories of differences affect you today? How do they (or might they) affect your teaching?

5) How comfortable are you discussing topics of diversity?

It is crucial to understand how you feel about these issues and what you would say in a room where some may not understand your particular position. If diversity becomes a topic of discussion in the class, students will expect you to be able to explain your perspective. Think about what you might say to clarify your perspective, while leaving enough room for your students' perspectives in the discussion.

Students who perceive the teacher as belonging to a particular racial or ethnic group and who then draw initial conclusions from that classification can affect the class atmosphere either negatively or positively from the first day. Some faculty of color report that students challenge their authority or their worthiness as an instructor. It is probably impossible to determine exactly to what extent perceptions of race, gender and ethnicity motivate such challenges to the authority of the professor. Clearly however, such perceptions do influence people's everyday assumptions and are an example of how "white privilege" operates (see teaching strategies section for this discussion).

The best way to minimize the likelihood that your own perceived diversity will affect student behavior is to establish a "safe" environment in which the class can discuss both your and your students' diversity explicitly. Such a safe atmosphere establishes the difference between a highly successful class, and one where both teacher and students fear one another, experiencing discomfort when discussing issues. This fear can be the fear of being labeled as an outsider, of being made to feel guilty, or of offending someone and making him or her feel unwanted in the group. Fear is not a good basis on which to start any discussion.

Invisible diversity. In addition to such visible differences as race, gender, and physical attributes, all instructors bring invisible diversity to the classroom. Invisible differences such as political opinion, sexual orientation, ethnicity when it is separate from distinct racial characteristics, teaching and learning styles, regionalism, class, family history, language heritage, and religion have more to do with an individual's self-perceptions and self-definitions than with others' immediate perceptions. These internal perspectives influence how a person sees the world, and are a source of personal identity. All people are shaped by a complex mix of experiences and backgrounds, as well as their visible identity. Everyone in a classroom will, at some time, experience the tension between group identity and the feeling of individual worth that transcends the group.

The assumption that diversity has only to do with the students in the classroom can make it hard for a teacher to recognize personal hidden assumptions. This may in turn hinder learning in class, as a teacher may unwittingly slant the choice of reading materials, the direction of the class, or the form of class discussions. Of course, any choice of class materials presupposes an exclusion of other materials; any organization of those materials into a coherent syllabus involves decisions about which elements to emphasize. As long as you are aware of your own presuppositions and assumptions, you can avoid the kinds of slant in your class that can be limiting to students, or unnecessarily strain your relations with them.

The diversity in your classroom can serve as a catalyst for intellectual and emotional growth, both for you and for your students. Seen as an opportunity rather than as a hindrance, the diversity of your class can facilitate the kinds of change that a university education is designed to promote. A motivated teacher can challenge hidden assumptions in the classroom, and provide equal and fair access for students from all walks of life to their chosen fields. As students graduate and begin work in their professions, they may carry the enthusiasm and openness they have experienced in academia out into society.

Student development. Successful negotiation of a diverse environment will be an important skill for your students to develop. Most of the students you will meet are in a stage of development where cultural and value orientation is being established. For the first time, these students will find themselves in an environment where they must form their own opinions independent of what their elders may say. For many students, the university is the first place where they meet a wide range of people from various groups and where they leave their habitual groups behind. It may be that this is also the time when they first have their beliefs challenged. If given the opportunity to explore diverse perspectives safely, most students will react well, evaluate and reevaluate opinions, and develop independent thinking.

Developing Self-awareness

Self-awareness is a key element in inclusive teaching. Here are some examples of factors that can affect how one moves toward inclusive teaching:

WHO I AM? (THE TEACHER)

- My race and ethnicity
- My gender
- My sexual orientation
- My social class
- My size and age
- My attitude about authority
- My knowledge of my own culture(s)
- My experience with oppression
- My experiences and orientation toward conflict
- What makes me feel safe and comfortable in general
- How I dress and talk
- How I think people learn best
- Other...

MY ENVIRONMENT (THE TEACHER IN THE INSTITUTION)

- Rewards and incentives
- Classroom facilities available
- Resources and consultation available to me
- Support within the department for inclusive teaching and attention to diversity

GOALS AND ELEMENTS OF MY COURSE(S)

- Major goals and learning objectives
- Specific student learning outcomes expected from the course
- Assignments
- How grades are determined
- Types of feedback students get about how they are doing
- How I set and handle office hours
- The presence and role of TAs in my course
- Size of class and room arrangements
- Ways that race, ethnicity, gender, etc. are or are not directly relevant to course content and goals
- Other

STYLES AND SKILLS (THE TEACHER IN THE CLASSROOM)

- My most important overall goals for students' learning
- My preferences about modes of instruction (e.g. lecturing, discussions, classroom activities; cooperative vs competitive strategies)
- How I convey the material to students
- How I prefer that students participate in defining learning goals
- How I prefer that students participate in the classroom
- How I prefer that students interact with me and with each other
- What classroom size and composition I like best
- How I go about creating a climate that is optimal for learning
- What cues I use to conclude that a student is intelligent
- What behaviors lead me to define a student as motivated or unmotivated
- How I assess whether a student is prepared for academic work
- What I think are the necessary conditions for learning
- How I evaluate whether students have mastered the important elements of the courses
- My awareness of the cultural assumptions embedded in what I do and how I think
- What circumstances help me to feel safe and comfortable in the classroom
- How much I feel I need to be "in charge" and what "in charge"means to me
- How I evaluate my own performance as a teacher
- What I like about teaching
- What I want to get from teaching
- Other

Source: Center for Research on Learning and Teaching, University of Michigan (1998)

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Developing Awareness of Others

Particularly useful in understanding developmental processes in students is ***Racial Identity Development Theory.*** Janet Helms (1990) suggests that we might further understand the complexity and diversity of our students with an understanding of the various developmental stages through which they negotiate. This is particularly useful for faculty and students who have had little exposure to racial or ethnic diversity and the individual differences found within racial groups. As with any application of theory, care must be taken not to stigmatize or pathologize individuals.

> Racial Identity is "a sense of a group or collective identity based on one's perception that he or she shares a common racial heritage with a particular racial group. . . racial identity development theory concerns the psychological implications of racial-group membership, that is belief systems that evolve in reaction to perceived differential racial-group membership."

In groups where racial-group membership is emphasized, the development of racial identity will occur in some form in everyone. It unfolds in different ways in various racial groups. See, for example, the European-American chapter for posited *White Racial Identity Development Theory*. Stage theories have been posited for all racial groups that co-exist with other groups (Ponterotto, 1995).

Derald Wing Sue suggests as well that those who work with culturally different clients or students may respond in "a very stereotypic manner or fail to recognize within-group or individual differences" (1990, p. 93.). He cautions against blindly applying a certain approach to a student without checking for possible differences in attitudes, behaviors, beliefs, or personal experiences in society. The racial identity development model acknowledges individual and personal experiences and recognizes sociopolitical influences in shaping minority identity. This model is not a comprehensive theory, but a framework to assist faculty in understanding their culturally different students.

The model defines five stages of development people experience as they attempt to understand themselves in terms of their own culture, the dominant culture, and the oppressive relationship between the two. These stages are conformity, dissonance, resistance and immersion, introspection, and integrative awareness. At each stage, the model shows distinctions between one's attitude toward Self, toward others of the same minority, toward others of a different minority and toward the dominant group. The chart on the next page outlines the model.

Racial/Cultural Identity Development

Stages of Minority Development Model	*Attitude toward Self*	*Attitude toward Others of the Same Minority*	*Attitude toward Others of Different Minority*	*Attitude toward Dominant Group*
Stage 1—Conformity	Self-depreciating	Group-depreciating (divorce themselves from members of own group)	Discriminatory	Group-appreciating
Stage 2—Dissonance	Conflict between self-depreciating and appreciating (feelings of shame/guilt/pride, mixed guilt, shame, anger)	Conflict between group-depreciating and group-appreciating (begin to question dominant held beliefs)	Conflict between dominant-held views of minority hierarchy and feelings of shared experience	Conflict between group-appreciating and group-depreciating (distrust of dominant group develops)
Stage 3—Resistance and immersion (racial pride develops, completely endorses own group)	Self-appreciating	Group-appreciating (rejects dominant group)	Conflict between feelings of empathy for other minority experiences and feelings of culturo-centrism	Group-depreciating
Stage 4—Introspection	Concern with basis of self-appreciation	Concern with nature of unequivocal appreciation	Concern with ethnocentric basis for judging others	Concern with the basis of group-depreciation
Stage 5—Integrative Awareness (individual level of identity group/cultural level/universal level)	Self-appreciating	Group-appreciating	Group-appreciating	Selective appreciation (acceptable/unacceptable parts of all cultures)

Source: Adapted from Donald R. Atkinson, George Morten, and Derald Wing Sue, *Counseling American Minorities: A Cross Cultural Perspective,* 3rd ed. Copyright © 1989 Wm. C. Brown Publishers, Dubuque, IA. All rights reserved. Reprinted by permission.

Diverse Learning Styles

Schoem and Zuniga (1995) call for a "non-deficit" approach to education which validates, recognizes, and incorporates the insights, perspectives and cultural knowledge of all students in the classroom. Integral to this process is recognition of student and faculty learning styles or learning preferences. The following information on learning styles from the Teaching and Learning Center *Instructional Guide for University Faculty* edited by Liz Banset (1999) is reproduced here:

Students vary dramatically in the way they process and understand information. These differences in learning, called "learning styles," refer to students' preferences for some kinds of learning activities over others. A student's learning style has to do with the way he or she processes information in order to learn and apply it.

Why is Learning Style Important?

Information about students' learning styles is important to both the teacher and the student. In some cases, low satisfaction or poor performance in a course or particular activity may be misinterpreted as lack of knowledge or ability, when it actually reflects difficulty with a particular style of learning. Students who understand their own styles are likely to be better learners, achieve higher grades, have more positive attitudes about their studies, feel greater self-confidence, and exhibit more skill in applying their knowledge in courses.

Teachers who understand their students' learning styles:

- are better able to adapt their teaching methods appropriately and are more likely to motivate and engage students in learning by introducing a variety of appropriate teaching methods into their classes.
- can become more sensitive to the differences students bring to the classroom.
- can design learning experiences that either match, or mismatch, a student's style, depending on whether the teacher's purpose is to improve learning efficiency or to help the student develop skills with a style of learning in which the student is weak.
- can help poorly prepared or new university students develop their learning skills, possibly helping at-risk students stay in college.

What are some learning styles?

There are a number of approaches to identifying and defining learning style. It is important, however, not to pigeonhole a person based on learning preference, nor to use learning style to excuse certain failings. In fact, most people exhibit some combination of learning styles, or prefer one style to another depending on the type of learning task they are undertaking. It's also important to note that we can learn to adopt a learning style even if it may not be our preferred way to learn.

Sensory Learning Style

One classification system defines learning style according to the learner's sensory preference.

Sensory Mode	Learning Preferences	Related Teaching Strategies
Visual	prefer to study graphs, look at models and pictures, and take notes to review later	drawings, models, and handouts with appropriate illustrations
Auditory	prefer to listen closely in class, read aloud when studying or subvocalize during lectures in class, confer with peers in class to confirm information	study groups where discussion of the material reinforces class discussion and lectures; viewing tapes and films
Verbal	likely to absorb reading materials and lectures more easily than other students; prefer written materials over visual materials such as graphs and illustrations	lecture, reading assignments
Sensing: tactile	favor subjects that allow them to work with their hands or handle the textures and shapes of objects as they apply their knowledge	hands-on activities involving original documents, photos, magazines, natural objects, etc.
Sensing: kinesthetic	learn and remember by moving around physically	small groups or pairs for discussion, active experiments, debate formats in which students physically move to opposite sides of the room

Inductive vs. Deductive Learning Style

Most tactile/kinesthetic learners also prefer inductive rather than deductive learning. Inductive learners prefer to begin with experience or hard data, and infer the principles behind them. Deductive learners prefer to start with abstractions or principles, and enjoy deducing the consequences.

Most college classes are taught deductively, not only because it is easier and less time-consuming to teach a class this way, but also because most often the teachers themselves are deductive learners. Deductive learners may often be reflective learners who prefer to think about the topic by themselves, or at most in pairs, and to work out the solutions. They do not react as well as others to group work.

Did You Know?
Most university teachers are verbal learners, and thus find it easiest to relate to and teach such students.

Did You Know?
Differences between inductive and deductive learners may explain why in most classes, student evaluations show that some students see group work as the most important part of their learning experience, while others from the same class complain that they dislike group work and find it unhelpful. Providing a variety of approaches to the material can keep most of the students engaged in the class throughout the semester.

Global vs. Sequential Learning Styles

Global learners tend to see a project as a whole and have trouble breaking it down into its component parts. Abstractions may be difficult for global learners because they grasp information in large chunks and have a hard time analyzing a topic from incomplete information. These students are excellent at synthesis, and by the end of a class may even outpace their peers in coming to appropriate conclusions quickly, but often have trouble understanding material when first faced with a variety of pieces of information that make an incomplete picture.

Sequential learners, on the other hand, are good at analyzing concepts because they learn linearly. When doing a project, they can take partial information and organize it into a logical order, and they can see what must be done first, next and last. They are patient with the fact that a typical class gives them information in a certain order, and that they must wait until the end of the semester to get the full picture the teacher is trying to present. Since most classes are organized sequentially, this kind of learner excels in the typical college class.

How Can Teachers Use Information About Learning Style?

No teacher can make all students happy all the time, partly because of the diversity of learning styles in any class, and partly because each person uses a particular mix of the learning styles discussed above. Some experts say teachers should accommodate learning style differences; others, while not totally absolving teachers of this obligation, shift the primary responsibility to students themselves. Any approach to the accommodation of learning styles should recognize the constraints inherent in teaching at the university level. The most realistic approach should respect the following principles:

1) Help students develop an awareness of their own learning styles.

2) Vary your teaching methods and assignments so that no learning styles are totally disadvantaged across a whole course.

One particularly helpful approach to learning styles is Kolb's (1976) experiential learning model.

This model describes four dimensions in a learning cycle, which include a learner's immersion in a concrete experience, followed by observations and reflections, followed by logically shaped or inductive formation of abstract concepts and generalizations, and finally, the empirical testing of the implications of concepts in new situations. This, in turn, gives rise to new experiences that start the learning cycle again at a greater level of complexity.

The table on the next page lists teaching activities that support different aspects of this learning cycle. Any of these can be further adapted for individual or group, competitive or collaborative, in-class or out-of-class activities.

Teaching Activities That Support Different Aspects of the Learning Cycle

Concrete Experience	Reflective Observation	Abstract Conceptualization	Active Experimentation
readings	logs	lecture	projects
examples	journals	papers	fieldwork
fieldwork	discussion	projects	homework
laboratories	brainstorming	analogies	laboratory
problem sets	thought questions	model building	case study
trigger films	rhetorical questions	simulations	
observations			
text reading			

Teaching Techniques to Address All Learning Styles

- Motivate Learning. Relate current material to what has come before and what is still to come in the same course; relate it to material in other courses, and particularly to the student's personal experience.

- Provide a balance of concrete information (facts, data, real or hypothetical experiments and their results) and abstract concepts (principles, theories, models).

- Balance material that emphasizes practical problem-solving methods with material that emphasizes fundamental understanding.

- Provide explicit illustrations of intuitive patterns (logical inference, pattern recognition, generalization) and sensing patterns (observation of surroundings, empirical experimentation, attention to detail). Encourage students to practice both patterns. Do not expect either group to be able to exercise the other group's processes immediately.

- Follow the scientific method in presenting theoretical material: provide concrete examples of the phenomena the theory describes or predicts; then develop the theory or formulate the model; show how the theory or model can be validated and deduce its consequences; and present applications.

- Use pictures, schematics, graphs and simple sketches liberally before, during and after the presentation of verbal material. Show films; provide demonstrations, hands-on if possible.

- Use computer-assisted instruction when possible (sensing learners respond very well to it).

- Do not fill every minute of class time lecturing and writing on the board. Provide intervals–however brief–for students to think about what they have been told.

- Give students opportunities to do something active besides transcribing notes. Small group brainstorming activities that take no more than five minutes are extremely effective for this purpose.

- Assign some drill exercises to provide practice in the basic methods being taught, but do not overdo them. Also provide some open-ended problems and exercises that call for analysis and synthesis.

- Give students the option of cooperating on homework and class assignments. Active learners generally learn best when they interact with others; denying them the opportunity to do so deprives them of their most effective learning tool.

- Applaud creative solutions, even incorrect ones.

- Talk to students about learning styles, both in advising and in classes. Reassure them that their academic difficulties may not all be due to personal inadequacies. Explaining to struggling sensors or active or global learners how they learn most effectively may be an important step in helping them reshape their learning experiences so that they can be successful.

Source: Teaching and Learning Center. (1999). *Instructional Guide for University Faculty*. Lincoln: University of Nebraska-Lincoln.

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The Academic Culture

Students' learning styles vary, and an instructor might have a complex mixture in a single class. The average college instructor is much more likely to be sequential, verbal, deductive, and reflective than his or students. Traditionally, college teachers prefer to organize their class in a "logical" order during the semester, starting with simple premises and working up to a more complex view of the field in question. They use lectures and discussions as the primary means of transmitting information to the students, and classes are usually conducted in a deductive manner, with principles clearly laid out and the expectation that the students can draw conclusions and come up with applications. Students are encouraged to work individually, and achievement is measured by their ability to produce "original" materials or answers.

Instructors generally emphasize individual accomplishment, verbal assertiveness in class discussion, and competition for grades among students instead of collaboration. As a matter of fact, the academic community often discourages or even punishes collaboration, because it fears a heightened potential for plagiarism in a collaborative effort. Such a teaching method encourages learners who already share the teacher's learning style, but it slows down learners who must adapt to conditions of learning that do not come naturally to them. A dominant "academic culture" exists in college classrooms which encourages sequential, verbal, deductive and reflective learners to progress quickly. This may leave behind equally intelligent and resourceful students who may require varied approaches to excel in the academic world.

The culture of some people may even value things that are antithetical to the academic culture. The university classroom experience may be doubly difficult for cultures that do not value individual success over group results, or that value modesty over individual assertiveness. Hispanics, Native Americans and Asian Americans, for example, come from cultures that do not traditionally condone the behavior expected of university students in class. In all three cases, direct eye contact, maintained for even a minimum of time, may be considered highly impolite, especially toward such figures of respect as teachers. Asserting oneself in discussion may seem to them dangerously close to challenging the teacher and may imply that the teacher does not have the authority or the knowledge to conduct the class adequately. These groups often view standing out among one's fellows in a competitive manner as damaging to the peer group. These students may view the Anglo emphasis on "leadership qualities" as destructive and self-serving, while their teachers may admire such qualities in their students. Some African American students, for example, may find relational collaborative learning activities preferable to individualized reading and lecture attendance.

University classroom culture values verbal assertiveness in discussions, active participation on an individual level in class, and competition among students for marks of excellence. Teachers prefer a certain form of self expression or style of speech: it should be rational, logical, and derive consequences from general principles. Styles of speech emphasizing personal experience and emotion or using vernacular dialects are not encouraged, and may even count against students when it comes time to grade them. Students are to follow rules of conduct in discussion which underline the teacher's power to direct and control the class, and they must make and maintain eye contact with the teacher as they contribute to the discussion. A mix of lecturing and the Socratic method of questioning students in class dominates teaching styles. Verbal learning is assumed and deductive logic remains the dominant format. The fact that students must master this complex "grammar" of the university classroom to make passing marks means that all students coming to the university must be reacculturated.

We might view the predominant academic teaching style at universities as an unexamined cultural stance that is often described as an academic standard. Academic standards are important to all, but should not be confused with adherence to a single teaching style to the exclusion of others which equip diverse students as successful learners.

Creating an Inclusive Curriculum

Students interviewed for this manual report they desire the challenge of a rigorous curriculum which is applicable to their lives and career aspirations. At the same time, they need to see diverse voices reflected in the curriculum and that their own historical experience is valued. One student argued that the pitting of the "western canon" against historically marginal cultures was a false dichotomy, as was the notion that by learning about issues of social diversity, the curriculum would be "watered down." "We need to stop this 'either-or' mentality and start looking systematically at the varied and rich traditions which diverse voices bring. I mean, how can one say that Eastern philosophies are lightweight?" she said.

Several approaches to multicultural course transformation inform faculty choices. Banks (1995) suggests thinking about and reading about these dimensions:

The Dimensions of Multicultural Education

The dimensions of multicultural education are:

- ***content integration***—the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline;
- ***the knowledge construction process***—the procedures by which social, behavioral, and natural scientists create knowledge and the manner in which they implicate cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways that knowledge is constructed within it;
- ***prejudice reduction***—to help students develop more democratic attitudes, values and behaviors;
- ***equity pedagogy***—techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups; and
- ***an empowering school culture and social structure***—the process of restructuring the culture and organization of the school so students from diverse racial, ethnic, and social class groups will experience educational equality and cultural empowerment.

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Strategies For Inclusive Teaching

Much of the information in this section was adapted from teaching manuals developed by colleagues at the University of Michigan and the University of North Carolina. Insight was also drawn from focus group interviews conducted by the TLC in 1998-99 with female and male students from a variety of racial, ethnic, and religious backgrounds and departments or units. In these interviews, students identified multicultural issues related to classroom climate, course content and materials, and teaching methods. They also made recommendations about how classrooms could be made more inclusive. Specific teaching tips can be found in the chapters on the student groups which reflect the diversity at UNL. A more general discussion follows here.

Choosing Course Content

Whose voices, perspectives, and scholarship are being represented?
Include multiple perspectives on each topic of the course rather than focusing solely on a single perspective. For example, if the topic is "The Great Depression in the USA" the content should not focus solely on the experiences of European Americans. Americans of African and Asian descent, American Indians, Mexicans, etc. had experiences and views that should be acknowledged. Include the experiences and views of people with different socioeconomic status in this example.

Include, as much as possible, materials written or created by people of different backgrounds and/or perspectives. If all the authors or creators of materials in a course are male (or female), white (or another group), liberal (or conservative), etc., you are sending a message about the voices that are valued and, perhaps inadvertently, are devaluing the scholarship of others who have written or created materials on the topic.

Include works written by members of the group that the class is discussing. For example, if the course deals with topics related to Muslims or Islam and the syllabus does not include materials written by Muslim authors, it may appear that you devalue the contributions of and scholarship produced by Muslims.

When the focus of the course is to better understand a particular perspective or world view, for example, Native American studies, be attentive to the range of possible voices found within these communities. For example, include women's voices and perspectives from Indian nations from various geographic areas.

How are the perspectives and experiences of various groups being represented?
Include materials (readings, videotapes, etc.) that address experiences of underrepresented groups in ways that do not trivialize or marginalize these experiences. Books that include a section on some aspect of diversity at the end of the text or books that highlight women, people of color, people with disabilities, gay men, lesbians, etc., in boxes and not in the body of the text can be seen as examples of the marginalization of these topics, groups, and group members' contributions. When it is important to use such books for other reasons, instructors have a responsibility to make students aware of the texts' limitations at the beginning of the course and to facilitate students' ability to read critically with these issues in mind.

Be aware of and responsive to the portrayal of certain groups in course content. For example, if an Asian country's policies are being used to contrast American policies, the policy of the Asian country should not always be used as a negative example (e.g., social policies in China) or always used as a positive example (e.g., business in Japan).

Address the role of culture in foreign policies and don't present policies as either wholly good or bad. Such treatment ignores the complexity of other cultures' policies or practices.

Avoid dichotomizing issues of race into black and white. It is essential to recognize and acknowledge that there are other groups for whom racial issues are relevant (Arabs, Asians, Latinos/Latinas, Native Americans, etc.).

Course Planning Considerations

Accommodations

Students may have religious holidays and practices that require accommodations at certain times during the academic calendar year. Students with disabilities may also require special accommodations. Contact Services for Students with Disabilities (472-3787) for specific information on ways that you can accommodate the needs of those students. At the beginning of the semester, ask your students to let you know if their attendance, their participation in class, or their ability to complete an assignment on time will be affected by their observance of religious holidays or practices, or because of a disability. Give advance consideration to requests for reasonable and fair accommodations. Some instructors ask for this information on data sheets that students complete on the first day of class.

Assessment and Grading

Midterm and final paper and pencil tests, term papers, and research projects are typical assessment tools. You might consider varying your assessment repertoire to include short quizzes, reaction papers, and group project feedback forms. Depending on the nature of the course, portfolios or creative projects may also provide valuable information about what the students are learning and tap into the diverse learning preferences and styles found in your classroom. Cross and Angelo's (1988) *Classroom Assessment Techniques: A Handbook for Faculty* provides a wide array of assessment tools. It and the *Instructional Guide for University Faculty* are available at the Teaching and Learning Center.

When instructors use different criteria to evaluate the performance of students from certain groups, they create considerable tension in the class. Students share their grades with each other and compare written remarks from professors. If grading criteria are applied based on assumptions made by the instructor rather than on established course criteria, students may be unfairly penalized or favored. For example, having lower expectations for a blind student than for others, while seeming to favor the student actually does a disservice to that student and to others. Having higher expectations for a Latina student in a Spanish class may unfairly penalize that student who has limited or no prior experience with the language she is learning. In the rare instances that differential evaluations are used, clear rationale must be explained to the class.

Instructional strategies
UNL students interviewed for this manual overwhelmingly called for the use of collaborative and interactive instructional strategies to enhance their learning. Given the array of student learning styles, active learning techniques are excellent to enhance student participation, tap into multiple perspectives and create a comfortable classroom environment. Instructors who rely only on a small repertoire of teaching strategies may provide effective instruction for only a small subset of their class. Do you vary your style? Do you break up lectures with *think-pair-share* strategies or a *two-minute response write*? Do you prefer whole group discussions or are you comfortable with small group work? The Teaching and Learning Center offers excellent resources and suggestions to vary instructional strategies. Bonwell and Eison's (1991) *Active Learning: Creating Excitement in the Classroom* and videotapes of teaching workshops are available for your perusal.

Cultural reference points
Instructors whose examples are drawn from only their experience may fail to reach all students in class. Given that examples are designed to clarify key points, ask your students to produce examples from their own experiences. Try and collect examples from a variety of cultural reference points. If you use movies or television shows as examples, ask your students if they watch them. If you use current events, take care not to use only negative or stereotypical examples from certain groups. When giving examples from sports, include sports in which women participate. If you see that your examples do not resonate with your students, explain them more fully and check for understanding.

Controversial topics
Instructors might carefully structure an academic controversy or a controversial topic may surface in a class discussion. It is important when discussing controversial topics to establish the parameters of the discussion, model how you use information to form a decision, and to set ground rule so that all participants might contribute to the learning process. Ground rules demanding respect for each other should be established at the beginning of the semester. If you haven't done so, establish them when a problem becomes apparent.

At times controversial discussions have unintended outcomes including a) altercations between students; b) silence and withdrawal by students who feel intimidated or fear conflict; c) the assertion and perpetuation of false stereotypes and problematic assumptions; or d) offensive speech. There is no single solution for dealing with these situations. Working to prevent them and anticipating them and how you will respond are important. Think about your own response to emotion and assertive expressions of passionate opinions. How do you respond to excited, emotional or angry students? How will you respond when a student's opinion ignores proven scientific facts?

Some suggestions for conducting discussions include:

- Explain that the goal is to fully explore issues and, accordingly, the views of every participant are equally worthy of a respectful hearing and a response.

- Explain that there is no single "expert" in the class, all have unique experiences and personal histories that add to the discussion, including lack of experience.

- Clarify for your students the difference between measurable, observable fact, opinion, interpretation.
- Encourage participants to ask for clarification or to attempt to restate what another said ("Do you mean...?" "Is it part of what you are saying that...?")
- Ask students to respect confidentiality so that you can have a candid discussion. Ask them to discuss the issues without attribution of a particular view to a particular participant.
- Explain to the students that you do not expect closure on some topics.
- Tell students you will correct stereotypes and challenge assumptions and model respectful ways to do so.
- Clarify to the students that ground rules are established with the purpose of enhancing the learning environment, not to tell them what to think.
- Acknowledge that there is tension between challenging offensive speech and not suppressing free speech.
- Acknowledge that emotion and affective responses to information are part of the learning process.

Adapted from: The Project on Campus Community and Diversity of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. (1994).

Some instructors engage in a participatory process with class members to establish ground rules for discussions. This creates student responsibility and ownership in the conduct of the class. One method is to have each student write down two things that he or she needs for respectful and helpful discussions. Collect them and read them out loud, without attribution to a particular student. Ask the class to discuss them and if they agree. Another method is to provide the class with your checklist of ground rules and ask for additions.

Incorporate brief "time-outs" and individual reflective writing into discussions of controversial topics. Ask students to answer a specific question regarding the discussion or ask them to articulate an opposing view than one they hold. Ask students to explain a phenomenon based on observed or measured scientific information and to then state how this varies from their prior notions.

Barriers to good discussions

McKeachie (1999) notes that barriers to good discussion occur when the students feel they are not learning, are unclear about where the direction of the conversation is "supposed" to go, are told the "correct" answer by the instructor, are afraid of looking stupid or of being criticized, fail to see the value of the discussion, or are in the habit of being passive. By clarifying the purpose of a discussion with a simple statement such as "The reason we are talking about this is..." or "This is important because..." will help students see the value. Giving passive students a concrete assignment may spark participation, such as "Can you identify two opposing perspectives on this point?" or "Tell your neighbor in two sentences, the main point of this author..." Be clear with students when you are looking for a specific answer.

Putting students in groups to discuss topics allows for more participation than the large class discussion. Smith, Johnson, and Johnson (1981) suggest these rules for working effectively in cooperative learning groups:

1. I am critical of ideas and not people.
2. I remember that we are all in this together.
3. I encourage everyone to participate.
4. I listen to everyone's ideas, even if I do not agree with them.
5. I restate what someone said if it is not clear.
6. I try to understand both sides (all sides) of the issue.
7. I first bring out all the ideas, then I put them together.

Students may have emotional reactions to some sensitive topics. In biology it may be "animal experimentation," in psychology "group differences in intelligence" or in political science "abortion policies." Acknowledge that certain topics are sensitive, explain why they are important to the goals of the course and encourage students to be able to articulate opposing views. Allow time for views to be expressed and record the opposing views in columns on the board so all points are seen. Depending on the goals of the discussion, ask students how consensus might be achieved or ask them to group the types of beliefs which lead to the opinions expressed. If some students become so emotional that your teaching goals are derailed, ask the class to write a quick paragraph about why these topics are emotional. If the solution to the discussion depends on facts, look to the text or other authority to resolve.

Other teaching considerations

Creating an inclusive college classroom is an ongoing process. Different classroom dynamics with different groups of students make teaching both challenging and enriching. No manual can capture each possibility. Some students may challenge course content, others may not challenge anything at all or not respond to your initiatives to get to know them. Some students will have problems and stressful situations they bring into the classroom and others will hold critical views of other students or groups of students. Students are at various stages in their own development and have varied needs. The Teaching and Learning Center can help you with your teaching questions and these challenges as you strive to enhance each student's learning.

Adapted from:

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Chapter 2

Selected Strategies for Teaching for Inclusion

In this section, we provide you with a selection of specific teaching strategies which may assist you with particular topics or classroom issues. These selected exercises, checklists, and reflection questions are currently used by UNL faculty members to enhance student understanding of multicultural issues or to help them reflect on their own teaching. It is not an exhaustive selection, nor is it content-specific. There are many other strategies and exercises which enhance inclusion. We encourage you to develop your own and share them with the Teaching and Learning Center. Discipline-specific strategies are the most effective as they are embedded in the course content. Some may be found at ***http://www.inform.umd.edu/diversityweb*** and through professional organizations. Consult the Teaching and Learning Center for additional guidance in finding materials for your discipline.

Raising Issues of Racism in the Classroom

Creating the opportunity for students to learn about racism and its effects is a challenging aspect of teaching. In a predominately white institution such as UNL, it may be that students (and many faculty) have had little experience with effective discussions about race. Understanding race and racism is a process and not something easily accomplished in one or two lectures. The foundation can be laid effectively, however, with strategies that acknowledge potential discomfort, the frameworks of our personal experience and knowledge, and well-researched resources.

Faculty report that raising issues of racism in the classroom make them nervous in the following areas (Weinstein & Obear in Wlodkowski & Ginsberg, 1995):

Confronting my own social and cultural identity conflicts:

- Having to become more aware of my own attitudes regarding my group membership and identifications
- Feeling guilty, ashamed, or embarrassed for behaviors and attitudes of members of my own group

Having to confront or being confronted with my own bias:

- Being labeled racist, sexist, and so on
- Finding prejudice within myself
- Romanticizing the targeted group
- Having to question my own assumptions
- Having to be corrected by members of the targeted group
- Having to face my own fears of the targeted group

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Responding to biased comments:
- Responding to biased comments from the targeted group
- Hearing biased comments from dominant members while targeted members are present
- Responding to biased remarks from members of my own social group

Doubts and ambivalence about my own competency:
- Having to expose my own struggles with the issue
- Not knowing the latest "politically correct" language
- Feeling uncertain about what I am saying
- Feeling I will never unravel the complexities of the issue
- Being told by a student that I don't know what I am talking about
- Making a mistake

Need for learner approval:
- Making students frustrated, frightened, or angry
- Leaving my students shaken and confused and not being able to fix it

Handling intense emotions; losing control:
- Not knowing how to respond to angry comments
- Having discussion blow up
- Having anger directed at me
- Being overwhelmed by strong emotions engendered by the discussion
- Feeling strong emotions myself

Aguilar and Kahlbach (in press) suggest an approach to teaching about race and racism in their multicultural education classes for pre-service teachers. This approach can be used both for courses in which these discussions are an integral to the course content and for moments when incidents in or outside the classroom may unexpectedly bring such issues to the surface.

They suggest that racism is an urgent topic for students as it permeates society, yet is often unrecognized, particularly by white pre-service teachers (p.1). Students frequently assume that racism was a problem of the past that was taken care of by Civil Rights legislation or that it is an issue confined to a limited number of individuals. This often leads to defensivesness on the part of white students when discussing issues and may result in an effort "not to see color" or to "not to hear race-related information" (Sleeter in Aguilar and Kahlbach, p. 1).

Their specific learning objectives include:

1. ***Students will be able to articulate distinctions among the concepts of race, culture, and ethnicity.*** Too often students use the concepts of race and ethnicity interchangeably. Students who are white often equate people of color as "ethnic" others, and fail to recognize their own ethnicity. Learning to distinguish between race and culture is also given attention.
2. ***Students will be able to recognize the differences in various levels or types (individual, institutional, internalized) of racism.*** Racism should not be treated as a single, uni-

dimensional concept. There are different forms of racism, and the simplest to deny is individual racism. Most people will argue that they are not racist (read: extremist, hateful, violent). Studying different layers reminds us of the complexity and pervasiveness of racism.

3. ***Students will question the origin of racism and the purpose of its creation and perpetuation.*** It is important for students to grasp the historic roots of racism and its connection to contemporary societal problems. Racism is considered within economic, religious and scientific contexts, both historically and in contemporary situations.
4. ***Students will be challenged to consider what it means to be anti-racist.*** While one must be realistic about how far students can expand their awareness in one semester, we are compelled to introduce anti-racism. Students are invited to consider the difference between being non-racist and anti-racist.

How should we approach teaching about racism?

Set the tone

- Lay the foundation for safety, acknowledging a range of perspectives about racism, varying depth of knowledge, variety of emotions and comfort levels.
- Develop exercises that illustrate notions of multiple perspectives.
- Encourage self-discovery through reflection on meaningful aspects of one's own culture.
- Discuss principles of effective dialogue (as opposed to multiple monologues).

Build a conceptual foundation

- Make no assumptions about what student know about racism; ask for their definitions.
- Distinguish between the terms *culture, ethnicity, race, "minorities"* and *"people of color"* and discuss issues of skin color and phenotype; stereotypes ascribed to racial categories, origins of racism.
- Discuss the power of language as a tool for marginalization ("those people; us and them").
- Discourage the use of "politically correct" terms as they may limit or restrict learning.
- Ask students to write a spontaneous 7 - 10 minute essay on the topic "How has my race affected my life?"
- Study the meaning of various forms of racism: individual, institutional and internalized.
- Analyze the notion of white privilege and how it functions.

Promote inter-racial experiences and direct contact with diverse others

- Encourage selected cross-cultural events; present student panels.
- Require critical reflection upon each experience.

When issues of race and racism surface in classes in which it is not a central theme, an instructor has several options:

- Acknowledge this difficult issue is important and indicate your willingness to discuss the issues raised in or out of class.
- Invite a group of students to discuss the issues with you during an office hour and report findings back to the class.
- Ask students to do a "two-minute write" about the issues, feelings and responses.
- Suggest alternative places (i.e., a campus forum) where these issues can be discussed with the attention they deserve, if not in your class.

Breaking the Silence when Discussing Race or Ethnicity

How do we get students to talk about a topic they consider taboo? More importantly, how do we get them to discuss race or ethnicity in connection with, rather than separate from, the subjects we teach? One of the best ways to do this is by having students draw connections on their own: to allow them the opportunity to explore ethnicity in holistic, interdisciplinary terms instead of having them listen exclusively to the voice of the teacher.

Here are some strategies that illustrate how this approach can work.

Strategies for discussing race and ethnicity*

Have students monitor newscasts or newspapers, paying close attention to reports related to the subject you teach and ethnicity. If you teach economics, for example, ask students to look for stories related to wages and ethnic groups. Students will be more than happy to share the information they find and, with a reference point, will feel more confident talking about ethnicity. This way they see for themselves how ethnicity plays a role outside the classroom.

Show them movies or segments of films that illustrate an issue related to an ethnic group. Most students have not been exposed to a diverse body of films, and as a result, their views of ethnicity are often skewed. Foreign or lesser known American films have artistic merit and say much about issues related to different ethnic groups. Students will see that some of the issues, like the films they may have walked by at the video store, were always there.

Bring in guest speakers, both ethnic minorities and non-ethnic minorities. Ethnic minority speakers put a face to the subject, while the latter remind students that issues related to race are of interest to everyone. Students may be surprised to see how minority speakers are different than the minorities they had in mind, and they may be surprised to hear someone who is not part of a minority speak on issues related to a minority group.

Provide students with reading material from interdisciplinary sources. When students see the whole picture, they are more likely to share their views. Reading the Brown v. Board of Education decision, for example, gives them a perspective they can use to understand and discuss law, history, literature, and other areas. We often take for granted what students know about ethnicity or race, but providing them with additional sources broadens their perspective, making it easier for them to put their own views in context.

Inform students of what terms to use when referring to different ethnic groups. Explain the difference between Asian American and Oriental, for example, so that fears of insulting someone or sounding ignorant can be put aside.

In short, encountering silence when holding a discussion on ethnicity is not too different than the silence we hear when we ask a question that students are not capable of answering. They need to feel comfortable when taking the risk of speaking out; we need to show them that discussing ethnicity does not have to involve great risk, especially when we help them to prepare themselves to speak.

**Source:* Excerpted with permission from Jose Gonzales, handout, Three Rivers Community College, CT

Worldview Congruence Model

The Worldview Congruence Model suggests several dimensions of our difference. Worldview is defined as the way an individual perceives his or her relationship to the world (e.g., nature, other people, animals, institutions, objects, the universe, God) (Sue, 1981). The concept of worldview is used to illustrate how different individuals and cultural groups tend to experience the world in different ways. Worldviews are learned ways of perceiving one's environment and, as a result, can become salient factors in shaping the way that individuals perceive and respond to other people and to events in their environment. This model is useful as a starting point for students (and for you) in thinking about others and about one's own perspectives.

The concept of worldview has been used by researchers (Myers, 1991; Nichols, 1976; Nobles, 1972) to discuss how interpersonal conflicts are often a result of conflicts on eight worldview dimensions. Worldview incongruence, shown on the following table, describes positions on the eight worldview dimensions. These are not static but dynamic elements which change with time, situation, relationships.

Worldview Incongruence

Worldview Dimensions	**Example Worldview Positions**				
Psychobehavioral Modality	Doing	vs.	Being	vs.	Becoming
Axiology (Values)	Competition	vs.	Cooperation		
	Emotional Restraint	vs.	Emotional Expressiveness		
	Direct Verbal Expression	vs.	Indirect Verbal Expression		
	Seeking Help	vs.	Saving Face		
Ethos (Guiding Beliefs)	Independence	vs.	Interdependence		
	Individual Rights	vs.	Honor & Protect Family		
	Egalitarianism	vs.	Authoritarianism		
	Control & Dominance	vs.	Harmony & Deference		
Epistemology (How One Knows)	Cognitive Processes	vs.	Affective Processes, "Vibes," Intuition	vs.	Cognitive & Affective Processes
Logic (Reasoning Process)	Either/or Thinking	vs.	Both/and Thinking	vs.	Circular Thinking
Ontology (Nature of Reality)	Objective Material	vs.	Subjective Material	vs.	Spiritual Material
Concept of Time	Clock-Based	vs.	Event-Based	vs.	Cyclical
Concept of Self	Individual Self	vs.	Extended Self		

Source: Ponterotto, et al. (1995). *Handbook of Multicultural Counseling.* Thousand Oaks: Sage Press, p. 271.

Thoughts on Diversity by UNL Faculty

UNL faculty members were asked to generate observations and advice for others considering issues of diversity. This list resulted.

Some do's, don'ts, and other advice.

1. Differences do exist among people.
2. These differences do affect how they learn and respond in the classroom.
3. These differences can affect how they are treated by a teacher.
4. Don't use these differences to form or respond to stereotypes.
5. Don't jump to conclusions based on stereotypes.
6. Don't (or allow others to) stereotype or make jokes about people of color.
7. Don't (or allow others to) stereotype or make jokes about women.
8. Be sensitive to differences among people.
9. Don't treat minority students differently.
10. Treat everyone with interest, compassion, and sincere concern.
11. Be observant of interpersonal interactions.
12. Cultivate the habit of noticing details of these interactions.
13. Be especially observant about how you interact with the class.
14. Watch details such as eye contact, pattern of calling on students, whose names you know.
15. Create a context where people have names and distinct identities.
16. Talk privately to students who are always silent.
17. Be careful about giving differential attention.
18. Be extremely careful about casual remarks (especially those made quickly/stressfully).
19. Learn to recognize your own racist and sexist language.
20. Avoid racist and sexist language, correct others who use it, and ask that you be corrected.
21. Minority students may be more sensitive to racial differences than you expect.
22. Don't express amazement when minority students or women do well.
23. Encourage minorities to participate (be supportive, especially if they are shy).
24. Don't be confrontational in public.
25. Solve tough problems privately.
26. Don't expect all African Americans to have a particular or the same accent.
27. Don't exclude minority examples (even if it discomforts them, but seek balance).
28. Don't use minority or female examples just as extremes (i.e., always negatively).
29. Don't single out minority students to answer minority questions; same for women.
30. Hold all students accountable for minority/equity issues.
31. Admit we are all prejudiced about something (learn to overcome your own).
32. Be willing to say, "if I show prejudices, let me know."
33. Take all people seriously.
34. Don't use power to hide personal mistakes.
35. If you are having a problem, don't ignore it; seek assistance.
36. Ask colleagues, Affirmative Action Office for help.
37. Seek out minority colleagues in your field for assistance.
38. Insist that departments bring minority and women scholars to UNL as program leaders.
39. Support affirmative action.
40. Become a multiculturally sensitive teacher and encourage others to also (be an advocate).

Source: Adapted from *"Thoughts on Diversity and Gender,"* Royce Ballinger, August 1992.

Action Continuum

This continuum provides examples of behaviors which address oppression of people in a variety of settings. While strongly worded, this provides faculty a way to help students critically reflect on their own actions.

Actively Participating: Telling oppressive jokes, putting down people from target groups, intentionally avoiding target group members, discriminating against target group members, verbally or physically harassing target group members.

Denying: Enabling oppression by denying that target group members are oppressed. Does not actively oppress, but by denying that oppression exists, colludes with oppression.

Recognizing, No Action: Being aware of oppressive actions by self or others and their harmful effects, but taking no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

Recognizing, Action: Being aware of oppression, recognizing oppressive actions of self and others and taking action to stop it.

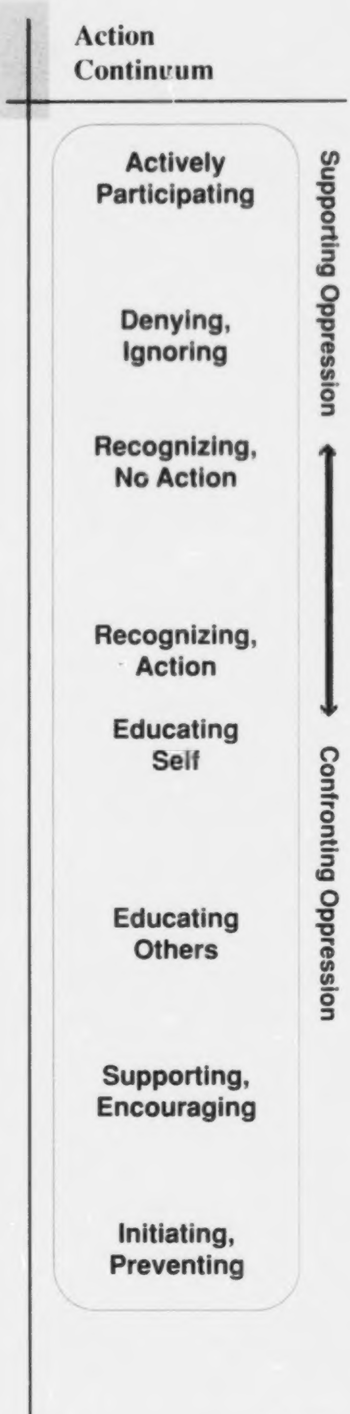
Educating Self: Taking actions to learn more about oppression and the experiences and heritage of target group members by reading, attending workshops, seminars, cultural events, participating in discussions, joining organization or groups that oppose oppression, attending social action and change events.

Educating Others: Moving beyond only educating self to question and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action.

Supporting, Encouraging: Supporting others who speak out against oppression or who are working to be more inclusive of target group members by backing up others who speak out, forming an allies group, joining a coalition group.

Initiating, Preventing: Working to change individual and institutional actions and policies that discriminate against target group members, planning educational programs or other events, working for passage of legislation that protects target group members from discrimination, being explicit about making sure target group members are full participants in organizations or groups.

Source: From Wijeyesinghe, C. L., et al. (1997) "Racism Curriculum Design," in *Teaching for Diversity and Social Justice: A Sourcebook*, Maurianne Adams, Lee Anne Bell, and Pat Griffin (eds.) New York: Routledge, 109.



Sample Exercise: "Crossing The Line"

Introduction

This activity enhances self-awareness and encourages the realization of the differences in personal experiences. "Crossing the Line" can be demanding on the individual in that it might require the participant to publicly declare personal history. When people in this country learn misinformation about groups of people different than themselves through lies, jokes, stereotypes, rewritten history, and biased research, they are being trained to justify, enforce, and continue the power differences.

Goal

The goal of "Crossing the Line" is to develop an awareness of the variety of experiences that affect people's perspectives. In addition, this activity recognizes the isolation that people may go through as a result of their individual histories and past experiences. "Crossing the Line" also examines the roles that self-awareness, congruence, and commitment play in the process of leadership.

Set up

"Crossing The Line" requires one or two facilitators, the statement list, a large room which permits free movement by the participants, and masking tape (optional). Use the masking tape to create a straight line on the floor in the center of the room or space.

Sample Presentation (for facilitator)

Instruct the participants to stand together on one side of the line. The facilitator should stand on the opposite side of the line facing the participants. The facilitator should announce the following directions to the participants:

This activity will be done in silence. Please pay attention to the feelings that you experience while performing this activity. Listen carefully to each statement, and if it applies to you, cross the line. You are not required to identify yourself as a member of a particular group, but notice what you are feeling if you choose not to participate. Step back across the line and wait for the next statement.

The facilitator will say: *Please "Cross the Line" if:*

Possible Statements: (this is a partial list)

- You are a woman
- You are a man
- You are under the age of 18
- You were raised in or are now part of a religious community other than Christian
- You have ever been told you were too young to understand
- You have ever felt limited in what careers were open to you
- You were ever uncomfortable or angry about a remark or joke made about your race or ethnicity but did not feel safe enough to challenge it
- You were raised Catholic
- You are of Jewish heritage
- You were raised in an isolated or farming/rural community
- You were ever called a name
- Your native language is not English
- A member of your family, a close friend, or you yourself is gay, lesbian, or bisexual
- You have ever been in a fight because you felt you had to prove you were tough
- You are not in a close significant relationship with any people of color in your life right now
- You are of multi-heritage

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If you have small group discussion leaders, you may include this instruction:

I would like to have you, as discussion leaders participate by crossing the line during the exercise. Please pay close attention to the non-verbal body language displayed by the other participants.

The facilitator will then ask the participants to form small groups. If you have discussion leaders, assign them to a group to discuss the exercise with debriefing questions (listed below). If no leader, ask groups to identify a recorder and to discuss the following questions among themselves.

⇒ How did you feel when you were walking across the line to the other side?

⇒ How did you feel when you were on the other side of the line and looked back at the group?

⇒ What did you notice about others who crossed the line with you or didn't cross the line with you?

⇒ How did you feel when you did not cross the line, and you looked at the people who did?

⇒ Did you ever not cross the line when you should have? Why?

⇒ Was it ever difficult to cross the line?

⇒ Did you learn anything new about yourself or others by doing this exercise?

The discussion will hopefully ultimately lead to participants talking about:

- recognizing similarities
- recognizing differences in personal experiences among themselves
- how these personal experiences affect people's perspectives
- how it feels to "stand alone" or to be isolated because of history or past experiences.

Additional Follow-up Activities

- Ask participants to write a one-page response to the activity.
- Ask participants to pair up with another group member to further explore their feelings about the exercise and their observations about similarities and differences.
- Encourage participants to research their own cultural heritage if they have not already done so.

Source: Traci Howard, Multicultural Coordinator, Nebraska Wesleyan University

Office hours can be a venue for creating campus community. Students interviewed indicated that they appreciated productive office hour sessions with faculty. These key recommendations excerpted from *Tools for Teaching* (Davis, 1993) explore the utility of and strategies for holding office hours.

Making the Most of Office Hours

General Strategies

- List your office hours on the course syllabus and post them outside your office door.
- In class, explain to your students the purpose of office hours so students understand what office hours are for.
- Be disciplined about keeping your office hours and post a note on your office door if you will be unavailable, saying when you will return.

Encourage Students to Attend Office Hours

- Be friendly and accessible and stay after class so students view you as more approachable.
- Make at least one office visit a course requirement by scheduling each student in the class for a ten- to twenty-minute appointment during the early weeks of the course. With larger classes, schedule small group visits.
- Use an office hour as an orientation for students who missed the first day of class or those who add your course after the first week.
- Return student work with a "Please see me during office hours."
- Have students satisfy a course requirement during office hours by asking them to make a brief oral presentation or bring an outline of their paper for review.
- Post answers to quizzes or homework both by and inside your office door as an effective means of attracting students during office hours
- Consider scheduling appointments for your office hours. Place a sign-up sheet on your office door; if you do this, keep to the schedule and leave some blocks open for drop-in or emergency requests.
- Contact students who fail to show up for scheduled appointments to find out what happened (or ask them in class) and let them know that if they schedule appointments, you expect them to appear or to advise you of any change.

Making Office Hours Productive

- Advise students to prepare their questions by bringing a specific list of points that are stumping them.
- Group students with similar concerns or questions so you will not have to repeat information and students can share ideas and learn from one another.
- Remind students that office hours are not the time for a recap of a class lecture they missed and they should contact other classmates for missed assignments or lecture notes.
- In quantitative courses, focus on problem-solving strategies rather than on the answer to a given problem.
- Identify special topics for your office hours and announce you will devote office hours to those topics.

Conducting Office Hours

- Create a relaxed mood in which communication is natural and easy.
- Use your students' name. If you don't remember, say "And your name is..."
- Let the student tell you the purpose of the visit by asking "What can I do for you?"
- If more than one student is in your office at a time, introduce them to each other.
- If no other students are waiting, make an opportunity to ask students how they feel about the course in general.
- Try to give students your undivided attention.

Source: *The Conversation. (1999).* SCSU Faculty Center for Teaching Excellence

Using Praise, Feedback, and Remediation

- Use praise, feedback (evaluation), and remediation (specific suggestions for improvement) as deliberate strategies to encourage students to learn and participate.

- Examine your teaching behavior to see which students get the most and best responses. You can examine how you use:

  Praise

  Criticism or evaluation (feedback on performance)

  Remediation or correction (help and suggestions for improvement)

  Acceptance (such as "ok" or "uh-huh").

The first three are important in student learning and self-esteem; the fourth merely indicates that a student has spoken and passively implies that nothing dreadful or particularly good was said.

When a student deserves it, offer praise. "I like what you said." or "Good." (An "ok" or "uh-huh" does not qualify as praise.) Because women may be more likely to be concerned about relationships, have less self-esteem, and generally receive less praise in the classroom, faculty may get more response to their efforts at encouragement when they praise women than when they praise men students.

- When a student has made a useful contribution to the class, give her credit by mentioning it later: "What Mary said before is really the heart of the matter." Giving credit is a powerful form of praise.

- Give men and women praise for the same qualities. Sometimes men are praised for their talents ("You're really smart.") and women for their hard work ("I can see you put in a lot of time.").

- Where appropriate, encourage women to think of careers in your field, by coupling the encouragement with praise: "You have such a good grasp of mathematics; have you thought of working with math as a profession?" Do this during class, in informal conversations outside class, and during academic advising.

- Keep in mind that praise about a woman's appearance, rather than her work, does not bear much relationship to learning or intellectual self-esteem.

- Give feedback as quickly as possible. For example, give an example of a correct response as soon as students hand in an examination or class assignment.

- Give feedback in a precise manner. ("Your paper is unfocused" is not as helpful as "It is hard to tell what the main ideas are in each section.")

- Give detailed, concrete strategies for revision of papers and improvement of work such as, "Make an outline consisting of sentences, with one sentence capturing the main idea of each paragraph."

- Allow students to correct their work based on faculty comments and hand in their revised versions. This is particularly appropriate for papers and essays.

Source: McCormick, T. & Allen-Sommerville, L. (1998) *Multicultural Education: Awareness, Strategies, and Activities*. Madison: Mendota Press.

Practical Skills in Intercultural Communication: Intranationally and Internationally

- Assume the burden of communication to be yours
- Develop self awareness
- Try to look beyond surface conditions, such as dress, custom, and environmental conditions--find the people underneath
- Develop a curiosity about culture, such as cultural structure, cultural thought patterns and logic, cultural relationships, social, political, economic, historical situations and customs
- Broaden your views of culture from something "foreign" to the notion of collectives—collectives have norms, structures, procedures, relationships and communication styles unique to the collective
- Where a set of negative attributes exists for you toward a group or a person within a certain group, work on balancing the negative attributes with positive attributes—try to learn to "see" another culture from their own perspective of themselves—acculturate or adapt to recognize that what is cultural is not likely to change regardless of your individual approval or disapproval
- Work to develop a theory-oriented mindset—let the information presented to you in class prepare you to think / analyze (immediately) what you encounter so you begin putting what you perceive into some perspective that is useful toward your response to the information / situation
- Develop fluency in thought—work on being cognitively complex: develop comfort with ambiguity and multiple ways of approaching situations
- See success with people as success in task—building interpersonal relationship is often the way to success interculturally whether your goal is tourism, study or business
- Respect the dignity and personhood of others, and of yourself
- Do not let others' criticisms (intraculturally or interculturally) get you down
- Do not feel you have to be liked everywhere by everyone
- Be careful in discussing monetary matters
- Be observant
- Be ready for lack of privacy
- Do not superimpose your political values (it's fine to recognize you have them, or in many cultures to discuss them)
- Recognize perceived roles of women
- Respect tradition—learn the traditions of the people. When in doubt look for a model to mirror—do as others do—look for social cues—discover when to be formal or informal
- Learn to give of yourself and to receive
- Do not assume you know a world view—use what you know, but always continue to look for clues
- Test your stereotypes
- Treat cultural differences as a resource
- Develop ways to handle feelings of uncertainty
- Develop self respect
- Do not rely (totally) on past experiences to deal with every new situation; proceed with caution
- Don't impose your cultural assumptions on others; negotiate them both directly and indirectly. Outgoingness might not work; competition might not work; progressivism (linear movement toward a goal) might not work
- Stress areas of positive relations; negotiate what is seen as positive

Practical Skills in Intercultural Communication (continued from previous page)

- Do not assume that your needs are like everyone else's needs
- Learn the rules of the microculture
- Listen for unintentional meanings
- Listen for emotional meanings
- Ask for clarification
- Offer clarification
- Be aware of, and try to adapt to, perceptual and worldview frameworks
- Learn greetings
- Speak slowly
- Realize that meanings are in people and not in words
- Be aware of the need to explain yourself in elaborated code—know yourself culturally and the assumptions you make/the "shorthand" you use to communicate whether it is through verbal ("S'up?") or nonverbal means (certain hand motions mean different things in different cultures)
- Avoid letting your emotions get the better of you
- Observe and discover nonverbal behaviors from one culture to another
- Notice the use of space
- Notice the use and meaning of eye contact within cultures and contexts
- If you think you acted or spoke incorrectly, ask people if you have behaved appropriately
- Seek a common ground
- Develop sensitivity to values
- Avoid dominating conversations
- Be an affirmer—be involved in the communication interaction—pay attention and give appropriate feedback
- Practice communication clarity and conflict resolution
- Openly admit error
- Have a coping outlook
- Try new things
- Don't become over-reactionary
- Meet new people
- Give yourself periods of rest and thought
- Work on your self-concept
- Write to release your tensions, confusion and/or frustration
- Observe body language of both yourself and others
- Stay tuned to current events
- Try to be conscious of the ways that media have personally affected your perception of some groups
- Be aware of the positive value of media—use media as a tool for understanding one view of culture; for providing you with some kind of a reference point
- Tailor your messages to fit cultural values and past experiences
- Practice empathy
- Communicate your sincerity to learn and be effective across culture
- DO NOT GIVE UP

Source: Adapted by Dr. Venita Kelley, UNL Department of Communication Studies/Institute of Ethnic Studies—African American and African Studies Program, from *Dynamics of Intercultural Communication* 3rd edition, Dodd, Carley

Being in a Multicultural Classroom: Do's and Don'ts for Teachers

Do...

1. Use the same scientific approach to gain background information on various microcultures as you would to tackle a complicated course in science, mathematics, or any subject area in which you might need to improve.
2. Engage in systematic study of the disciplines that provides insight into the cultural heritage, political struggle, contributions, and present day problems of minority groups and women.
3. Try to develop sincere personal relationships with minorities. You can't teach strangers! Don't give up because one minority person rejects your efforts. All groups have sincere individuals who welcome honest, warm relationships with members of another race. Seek out those who will accept you. This coping skill is one that minorities have always used.
4. Recognize that there are often more differences within a group than between two groups.
5. Remember that there are many ways to gain insight and understanding about a group: Visit their churches, homes, communities; read widely and listen to various voices within the group.
6. Remember that no one approach and no one answer will assist you in meeting the educational needs of all students in a multicultural classroom.
7. Choose instructional materials that are accurate and free of sex and race bias.
8. Remember that there is a positive relationship between teacher expectation and academic achievement.
9. Use a variety of materials and especially those that portray positive, true-to-life experiences.
10. Provide an opportunity for students of color and students from the mainstream to interact in a positive intellectual and social setting on a continuous basis.
11. Provide some structure and direction to students who may have had unstructured lives, primarily first generation college students.
12. Expose all students to a wide variety of literature, art, music as part of your cultural sensitivity program.
13. Utilize the rich cultural resources within your own classroom and community.
14. Remember that human understanding is a lifetime endeavor.
15. Remember to be honest with yourself. If you can't adjust to students from multicultural homes, consider another profession besides teaching.

Don't...

1. Rely only on textbooks, teachers' guides, and brief essays to become informed about minorities and women. Additional research and resources will be needed.
2. Use ignorance as an excuse for not having any insight into the problems and cultures of African Americans, Hispanic Americans, Native Americans, Asian Americans, and other people of color, as well as women, the aged and people who are differently abled.
3. Rely on the "expert" judgment of one person of color for the answer to all the complicated racial and social problems of his/her people.
4. Be fooled by popular slogans and propaganda intended to raise the national consciousness of an oppressed people.

(Continued on opposite page)

More Don'ts for Teachers

(continued from previous page)
Don't. . .

5. Get carried away with the "save the world" concept. Most people of color have their own savior.
6. Be afraid to learn from those who are more familiar with the mores and culture than you.
7. Assume that you have all the answers for solving the other person's problems.
8. Assume that all students of color are culturally deprived.
9. Develop a fatalistic attitude about the progress of minority group students.
10. Resegregate students using tracking and ability grouping strategies.
11. Give up when students of color seem to dislike _____.
12. Assume that people of color are the only ones who should have multicultural education. Mainstream students can be culturally deprived in terms of their knowledge and understanding of other people and their own heritage.
13. Ask students personal questions in the name of research.
14. Try to be cool by using the slang of a particular racial group.
15. Make students of color feel ashamed of their language, dress, or traditions.

Ground Rules for Discussion of Diversity Issues

Ground rules can be a way of having students take ownership of the concept of co-creating a classroom environment conducive to learning about diversity. From the outset, by gaining class consensus on ground rules, teachers can enlist student support in their enforcement. Five suggested ground rules are:

1) Share Experience - Rather than generalize about whole groups of people, ask students to use "I"-statements and speak from their own experience. This also invites diverse perspectives from students who often find themselves on the fringe of classroom life, such as gay, lesbian and bisexual students, nontraditional-age students, women and students of color.

2) Monitor Participation - Ask students who know they tend to monopolize discussions or interrupt others to self-monitor and make room for quieter students. At the same time, encourage students who tend to be quieter to contribute to enhancing everyone's learning by sharing their unique perspectives and experiences.

3) Respect Confidentiality - Encourage students to take concepts and ideas from class and discuss them freely. However, personal stories raised by individuals are to be kept confidential and the property of the class.

4) Practice Respectful Listening - Encourage students with differing points of view to raise questions by listening first. Add that if someone raises a point we strongly disagree with or find offensive, it is important to inform others. It is also important to remember that the human being behind that question or comment deserves our respect, even when we disagree with what they are saying.

5) No Zaps - Tied to the notion of respect is the ground rule of no put-downs in class, not even the humorous variety called "zaps." To "zap" one person often serves to discourage open and honest exchange of ideas among the whole group.

"Do's and Don'ts" and "Ground Rules" adapted from: Center for Research on Learning and Teaching. (1995). *Activities Worksheets for Teaching at The Ohio State University: A Handbook.* Athens: The Ohio State University.

Listening Techniques

Type	Purpose	Possible Responses
1. *Clarifying*	• To get at additional facts. • To help the person explore all sides of a problem.	• 'Can you clarify this?' • 'Do you mean this?' • 'Is this the problem as you see it now?'
2. *Restatement*	• To check our meaning and interpretation with the other. • To show you are listening and that you understand what the other has said.	• 'As I understand it, your plan is. . .' • 'This is what you have decided to do . . . and the reasons are. . .'
3. *Neutral*	• To convey that you are interested and listening. • To encourage the person to continue talking.	• 'I see.' • 'I understand.' • 'That is a good point.'
4. *Reflect*	• To show that you understand how the other feels about what (s)he is saying. • To help the person to evaluateand temper his or her own feelings as expressed by someone else.	• 'You feel that. . .' • 'It was shocking as you saw it.' • 'You felt you didn't get a fair hearing.'
5. *Summarizing*	• To bring all the discussion into focus in terms of a summary. • To serve as a spring board to discussion of new aspects of the problem.	• 'These are the key ideas you have expressed. . . .' • 'If I understand how you feel about the situation. . .'

Source: Hope, A., and Timmel, S. (1986). *Training for transformation. A handbook for community workers.* Harare, Zimbabwe: Mambo Press.

Responding to Oppressive Comments, Attitudes, and Behavior

These ideas will help you respond when students make remarks that may be hurtful to other students or to faculty members or when they have acted in a way that may stigmatize or insult a group of people.

- Remember that someone needs to be thinking clearly whenever a volatile issue is involved. Assume that person is you.
- Remember that silence is a powerful ally of oppression.
- Remember that being effective is not limited to stopping the comments or behavior from happening around you. We want to permanently change attitudes and actions. We want to change antagonists into allies.
- Remember that they have been oppressed themselves. Do they need a chance to express their own hurts as they are learning to stop hurting others?
- Don't let feeling clumsy, scared, or ineffective stop you. You can make a big difference. You can become more effective.
- Remember that you are one of many people who is trying to do what is right. Find a trusted friend who will support you, encourage, you, and listen to you.

Responding to Oppressive Comments, Attitudes, and Behavior (continued)

Some things to try...

- Listen without judging.
- Let the person(s) who made the comment do most of the talking. ("Tell me more...") You didn't learn by being berated or lectured; neither will they.
- Ask questions about their experiences around the issue.
- Sort through the "garbage" for the piece that will help them begin to rethink their ideas and behavior.
- Avoid making people feel ashamed or humiliated.
- Adopt an attitude that communicates, "You are too good a person to be acting this way."
- Use "we" rather than an accusing "you".
- If you don't respond immediately, bring it up later.
- Develop a closer relationship. Assume they need a friend like you.

Source: Schmeiding, John. (1996). *Handout.* Athens: The Leadership Project.

"White Privilege" —Ideas from Peggy McIntosh

Even if your course does not yet have multicultural content, you can let your students know that ethnic and gender inclusion is important to you. Produced by Faculty and Staff for Cultural Diversity at UNL, this makes an excellent handout for students. Ask them to add their own ideas.

When students at UNL are asked whether or not there is racial bias or discrimination on this campus, mostly they say "no, of course not." Mostly they are White (majority culture) students. This view may stem from their failure to recognize what has come to be known as "white privileges." White European culture Americans (especially males) have privileges that they often don't recognize; in fact, they have learned not to recognize them.

Below is a list of white privileges, taken from the writings of Peggy McIntosh. The same or similar privileges (rephrased) can generally be listed for males on gender equity. The "privileges" can be applied to problems of age, religion, nationality, or other bias problems associated with any group or culture that is not in the majority.

A white person can say:

1. I can, if I wish, arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area that I can afford and in which I would want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the television or open the front page of the paper and see people of my own race widely represented.
6. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.

7. I can be sure that my children will be given curricular materials that testify to the exist ence of their race.

8. I can go into a music shop and find the music of my race represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser's shop and find someone who can deal with my hair.

9. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.

10. I can choose blemish cover or bandages in "flesh" color that more or less match my skin.

11. I can swear, or dress in second-hand clothes, or not answer letters without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.

12. I can speak in public to a powerful group about any issue without putting my race on trial.

13. I can do well in a challenging situation without being called a credit to my race.

14. I am never asked to speak for all the people of my racial group.

15. I can remain oblivious to the language and customs of persons of color (who constitute the world's majority) without feeling any penalty for such oblivion in my culture.

16. I can criticize the government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.

17. I can be pretty sure that if I ask to talk to "the person in charge" I will be facing a person of my race.

18. If a traffic cop pulls me over, or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.

19. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.

20. I can go home from most meetings or organizations I belong to feeling somewhat tied in, rather than isolated, out of place, outnumbered, unheard, held at a distance, or feared.

21. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got the job because of race.

22. I can choose public accommodations without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

23. I can be sure that if I need legal or medical help, my race will not work against me.

24. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.

Think about these. What privileges do whites have on campus at UNL? The next page lists some examples that come to mind. Can you think of others?

Examples of white privilege developed by UNL faculty:

1. If I am assigned to a study group or dorm room, I can usually expect that my roommate, lab partner, etc., will be someone of my own race.
2. When I buy tickets to a campus event, I can be pretty sure that the color of my skin will not surprise the person in the adjacent seat when I show up.
3. When I call to make an appointment with a professor to discuss his/her field of study and its potential opportunities for me, the professor will not be surprised by the color of my skin when I arrive.
4. The color of my skin will not be an issue during our discussions nor will it suggest anything about how suitable I am or am not for his/her profession.
5. I can give a stupid answer to a question in class without fear of it reflecting on my race.
6. I can give a brilliant answer to a question in class without being seen as a credit to my race.
7. I can forget to show up for an appointment with my teacher without feeling that this action will reflect on friends of my race.
8. I can go anywhere on campus at any time without fear of being harassed or feeling out of place.
9. I can wear cut-offs and unironed clothes without having these choices be attributed to my economic condition.
10. I can criticize my instructors, the university, or its administrators without putting my race on trial.
11. Being from Lincoln, I will not automatically be assumed to be a graduate of Lincoln High School.
12. When I tell my instructor that I am a native Nebraskan, he/she will not assume that my parents live in North Omaha.
13. When I ask to see the head of my department, I can be pretty sure that I will face a person of my own race.
14. I can be reasonably certain that any course I take will have examples of the contributions that my race has made to the discipline of that course.
15. I will rarely need to worry about knowing anything outside my cultural experience unless I intentionally register for a course that specifically deals with a culture that is not my own.
16. If I do not choose to live in the dorm, I will not have trouble finding a place to live in an area that I want to live.

Adapted from: A workshop on *"Broadening The Student Base In Science, Engineering And Mathematical Science"* conducted by the Faculty and Staff for Cultural Diversity, UNL, on April 6, 1993.

Checking Instructional Materials for Bias

Author: ______________________________

Date: ______________________________

Title of Material: ______________________________

City: ______________ Publisher: ______________________________

Directions: Choose some teaching material, such as a textbook, computer software, magazine, learning kit, story book, movie, video, etc. Evaluate it for bias using the rating scale below and make notes and comments in the right column.

NEGATIVE = 1 **POSITIVE = 5** **COMMENTS**

Does the instructional material...

1. Include the unique contributions of both men and women of various microcultural groups?
   1 2 3 4 5
2. Indicate clearly through illustrations and content that the United States is a multiracial, multiethnic nation of men and women?
   1 2 3 4 5
3. Portray each sex, culture, race, and ethnic group in a manner which will develop understanding, acceptance, empathy, and respect?
   1 2 3 4 5
4. Present an analysis of conflict situations honestly and objectively in appropriate curriculum areas, with emphasis on possible solutions to intergroup tensions?
   1 2 3 4 5
5. Avoid stereotypic distortions—racial, ethnic, religious and sex-role—in content and illustrations?
   1 2 3 4 5
6. Present relevant information about minorities and women as an integral part of the material?
   1 2 3 4 5
7. Encourage respect for personal, cultural, and female/male differences and the worth and importance of the individual?
   1 2 3 4 5
8. Reflect appreciation for the diversity of religious faiths in the United States?
   1 2 3 4 5
9. Reflect appreciation for language diversity in the United States?
   1 2 3 4 5
10. Help students develop basic democratic values and note their importance to good citizenship.
   1 2 3 4 5

Source: McCormick, T. & Allen-Sommerville, L. (1998). *Multicultural Education Awareness: Strategies and Activities.* Madison: Mendota Press.

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Sample Civility Statements

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the class by their words or actions disrupt that community. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will remove the disruptive person from the class. This is the policy of the Department of ________________ with the support of the College. *(Adapted from Department of Communication Arts, Language and Literature at Western State College)*

. . . .

Teachers in the Department of ________________ are committed to developing and actively protecting a class environment in which respect must be shown to everyone in order to facilitate and encourage the expression, testing, understanding and creation of a variety of ideas and opinions. Failure to meet these standards will result in removal from the class. *(Adapted from Department of Communication Arts, Language and Literature at Western State College)*

. . . .

Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor, as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor, and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. The instructor can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution.

Disruptive behavior includes, but is not limited to, the following: receiving beeper or cell phone calls during class, leaving class early or coming to class habitually late, eating in class, talking out of turn, doing assignments for other classes, reading the *Daily Nebraskan*, sleeping, and engaging in other activities that detract from the classroom learning experience. Work missed by the student (if she/he is removed from the class) will not be allowed to be made up and the student will be considered absent for the day(s) removed from the class. *(Adapted from English Department at Middle Tennessee State University)*

. . . .

This will be an intense and sometimes frustrating educational experience; it is necessary that we all contribute to its success. I am a little old-fashioned as far as classroom atmosphere and conduct is concerned and do not take kindly to disruptive behavior. Not only should you be in class, but you should be there on time; nothing is more irritating than to have to repeat instructions to latecomers, apart from the fact that late arrivals disturb the flow of conversation and that it is just simply impolite to wander in late. I also consider cell phones/pagers, private conversations, eating/drinking, blatant reading of newspapers and material related to other classes, and intolerant or abusive reactions of other class members disruptive and will take measures against them. *(Adapted from the English Department, University of Nebraska)*

(continued on the following page)

More Sample Civility Statements

Statement about using e-mail for submitting class work:
We have entered the electronic age. Some of us have done so kicking and screaming, others have taken to computers, the web, and e-mail like ducks to water. I am a duck, so you can submit all written work to me by e-mail if you so desire. This will make it possible to "hand in" papers when you are prevented from attending in an emergency. That way at least your work is on time. You can also ask me all sorts of questions and ask for clarification without using the telephone, which I consider an invention by dark, evil forces and which I try to answer as little as possible. Once you will have had teenage children and have become the target of incessant telephone solicitation, you will understand me better. In any case, it is much easier and surer to reach me by e-mail than by almost any other means. *(Adapted from English Department, University of Nebraska)*

. . . .

Course Policies
University policies as published in the Bulletin and Schedule of Classes, will be strictly followed.

I will expect that everyone (including myself) will conduct themselves in a professional manner. It is the policy of the University of Nebraska-Lincoln to not discriminate on the basis of sex, sexual orientation, disability, race, color, religion, national or ethnic origin in its educational programs. The faculty of the College of Business Administration strongly supports this policy. If you feel that some form of discrimination has been directed at you, contact me or the Department Chair.

Preparation and Classroom Conduct
You are expected to come well prepared for every class. Questions about topics covered are strongly encouraged. I do not tolerate disruptive behavior of any kind (excessive talking, newspaper reading, sleeping, etc.)! If you are disruptive, I will ask you to leave the lecture. *(Adapted from the Finance Department, University of Nebraska).*

. . . .

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Artist Diversity Residency Program

The Artist Diversity Residency Program is a program sponsored by the University of Nebraska-Lincoln College of Fine and Performing Arts to promote a greater appreciation for diversity on the campus and in the community. The program brings to the campus and community different artists from diverse cultural backgrounds for residency periods of one to three weeks in duration, totaling twelve to fifteen weeks per academic year.

Participating artists are selected with great care. They are strong artists in their discipline, effective verbal communicators, and are willing to share information about themselves and their cultural background. Each artist is given the opportunity to be presented as an artist, either to perform or to have their artwork shown. This is integral to the concept of the program. As a College of Fine and Performing Arts program, the first and foremost commitment is to the arts. The work of artists from outside the Western European tradition is not as accessible in Lincoln and is highlighted by this program. Performances or exhibitions by the artists during their residency are scheduled whenever possible.

In addition to being quality artists, they must be effective communicators. They have the challenge of communicating about their culture in a way that can touch a potentially resistant audience. Even though the arts can be a non-confrontational way of talking about a culture, the artists must have a special ability to share cultural insights through their artistic eyes. This is a different perspective than that of the historian, social scientist, or scientist, for it relies on the artists' unique perceptions based on their creative work.

On the UNL campus, artists are scheduled to go into classes or meet with special groups. A network of more than 100 faculty and staff have participated in the program. The type of presentation done by the artists varies enormously, depending on your class needs. Some programs are general cultural presentations, and others are able to tie very closely to the focus of the course. In the past three years more than 12,000 students have been reached.

In the community, artists go into schools, meet with community groups and meet with culturally based groups in the community. Artist Diversity Residency Programs have been presented on the Doane campuses, at Brownell Elementary School and at other Lincoln Public School sites, the YWCA, Hispanic Center, Indian Center, Nebraska Prison and Correctional Facility, and for the Goodrich Program at the University of Nebraska at Omaha.

Informal contacts are sometimes just as important as formal presentations. Artists in the Artist Diversity Residency Program often make friends and spend time with individuals or groups from their own cultural or racial grouping. This serves as an invaluable tool, and can provide a significant dimension to the artist's residency.

Artists who have participated in the program providing classroom presentations include:

- **Kahil El'Zabar,** African American - Jazz musician, percussion and vocal; composer; writer; actor
- **Robert Mirabal,** Native American - Musician, composer, and writer
- **Mary Lou Valencia**, Mexican American - Visual artist and dancer
- **Jeff Raz,** Jewish American - Actor, playwright and clown
- **Linda Anfuso**, Native American - Visual artist, jewelry designer, musician and writer
- **Grisha Coleman**, African American - Theatre and dance artist
- **Juan Tejeda**, Xicano - Musician and writer
- **Flo Oy Wong**, Chinese American - Textile artist
- **Laurie Houseman-Whitehawk,** Native American - Visual artist

For more information or
to schedule an artist, contact:

Ron Bowlin, Director ADRP
109 Arch Hall
City Campus 0144
472-2997
http://www-class.unl.edu/adrp

NU Connections

What is NU Connections?

- NU Connections is a University of Nebraska-Lincoln (NU) mentoring program that provides new students of color with a support system consisting of:
  (1) a connection with a cluster of mentors—faculty, staff and student peers, and
  (2) a connection to NU resources.
- NU Connections offers faculty the opportunity to develop mentoring skills.

How will NU Connections help new students succeed in college?

- By linking students in a "Connections" cluster, NU Connections will help them form personal relationships with faculty, staff and student peers to help them establish shared interests, purposes, and community.
- NU Connections will provide them with opportunities for social and academic support and realistic feedback regarding their academic progress.

How does the "Connections" unit function?

- Each "Connections" cluster will function on a very formal basis with bimonthly activities hosted by the Office of Multi-Cultural Affairs. Members of each "Connections" cluster are required to stay in contact with each other, either in person, by phone calls, letter, or by e-mail. Through NU Connections, all participants will be connected to other academic and support services that can address any personal issues that may arise during the course of the academic year.

Who is eligible to participate in NU Connections?

- Any admitted NU freshmen of color are invited to participate in NU Connections. They may apply for the program at the time they submit their admission application or during the beginning of the Fall semester. Successful participants are encouraged to continue as members of "Connections" clusters as peer mentors during their years at the University of Nebraska-Lincoln.

Who are the NU Connections mentors?

- NU Connections mentors are members of the NU faculty and staff who are volunteering their time to see that students of color succeed in their undergraduate experience. An important feature of NU Connections are the student peer mentors. Student peer mentors are selected for their strong academic and leadership abilities.

Academic support:

- NU Connections participants are able to obtain additional academic support through the Mulitcultural Affairs Computer / Resource Center. Onsite tutorial support in the areas of mathematics, sciences, and writing will make it possible for them to participate in individual or group study opportunities. The MCA Computer / Resource Center, located in Room 220 of the Canfield Administration Building, will remain open until 7 p.m. for NU Connections participants (Monday-Thursday during scheduled semesters).

For more information about NU Connections, you may contact the Office of Multi-Cultural Affairs (402-472-2027) or check the NU Website: ***www.unl.edu/svcaa/Activities/NUConnect.html.***

Critical Moments: A Diversity Case Study

The Critical Moments Project offers a multi-layered study approach to teaching issues of diversity. Critical Moments is a diversity case study discussion method that develops skills in interpersonal communication, critical thinking, and cultural diversity. In small groups, students confront issues complicated by class, race, and gender and develop problem-solving strategies that foster greater success. Students involved in this unique project at the Goodrich Scholarship program at UNO have rated it highly in terms of their ability to succeed on a predominantly white campus. In its third year at UNL, initial reports are as promising. Both students of color and white students report an increase in multi-cultural understanding. The program highlights the following skills.

Problem Solving
Attending to and defining the problem, non-judgmental brainstorming, considering alternatives through analysis of consequences, and determining goal(s).

Interpersonal Communication
Listening, responding with empathy, asserting one's views, sharing important and relevant life experiences, bringing others into the discussion, negotiating conflict, and building consensus.

Critical Thinking
Using evidence from the text to support one's opinion and understanding how relevant factors in a problematic situation can be tacitly as well as explicitly given.

Writing
Articulating key issues in succinct form, employing a variety of writing styles, such as expressive, analytical and persuasive.

Cultural Diversity
Recognizing and being able to discuss: the social construction of categories surrounding race, gender, class (e.g., preferred and non-preferred labels); cultural competencies, racism, sexism, and classism at personal and institutional levels; essentialism; privilege; assimilation and accommodation; and the complex relationship between identity and experience.

Oral Expression
Planning, exploring, and problem solving in a team setting: engaging in argument with confidence but also with respect for others and their viewpoints; building bridges between cultural groups; and using shared knowledge, experience and values.

A multi-cultural team of case writers and interviewers develop cases based on the experiences of UNL students.

For more information contact: Reshell Ray
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Chapter 3

Gender

Female students made up nearly half the 22,142 population at UNL—47.5% in 1999 (UNL Profiles, Office of Institutional Research & Planning). This figure reflects the greater access women have gained to the university over the past few decades, but does not reflect the sometimes unpleasant conditions they find once they arrive. In a landmark study, *The Classroom Climate: A Chilly One for Women?* (1982), Roberta Hall and Bernice Sandler reported the effects inequitable classroom techniques have on female students. The study was replicated by Sandler (1996). Others report little discernable difference in women's vs. men's reports on classroom treatment. UNL women interviewed identified both considerable progress in recognizing women's academic abilities and the need for continued awareness of how female students can either feel welcomed or alienated through in-class and out-of-class procedures and curriculum choices.

The characteristics of women in the university classroom are, of course, only general characteristics. The differences among female students themselves may be as great as differences between female and male students generally. You may very well have female students who exhibit traditionally "masculine" classroom behavior, and male students who exhibit traditionally "feminine" classroom behavior. We present these findings of gender differences to make you more aware of why your female students may be behaving according to traditional models and to suggest ways you might accommodate different learning styles in your classroom.

Keep in mind that gender bias in the classroom can negatively affect male students too. When male students do not have the opportunity to see women participating actively in the classroom, they may be less likely to treat women as

Student Comments

I appreciate it when a professor uses examples of women and men in non-traditional professions as part of their normal discourse. For example, my statistics teacher will refer to a male nurse or a woman engineer.

Tip: An easy inclusive teaching strategy is to use language that reflects non-traditional careers for men and women.

We were given an internet assignment as part of our requirements for a course and the professor said, "Now, all you women, I know you don't have technological brains, but that's no excuse, you'll still have to do this." I couldn't believe it!

Tip: Assume all students are capable. Conduct an audit to determine who has computer expertise and who needs training. Provide a list of computer resources for students.

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Student Comments

There are so few women in my college. I feel as if I have to click into survival mode when I walk in: you know, be more demure, laugh at their sexist jokes, don't come off as too knowledgeable or independent.

I'm a male in a women's studies course. There are times when I just sit back and melt into the wall because some students really bash men.

Tip: Discuss elements of civility, stereotyping, and how to make critical comments before embarking on classroom discussions. When emotions are high, close the discussion with a "2-minute write" asking "what have you learned in this conversation?"

equals both during college and in their careers after college. The UNL Department of Mathematics and Statistics found that creating a positive climate for women positively affected the climate for males as well (Lewis, 1999).

Although this section focuses on the traditional neglect suffered by female students in the academy, many discriminatory situations described could equally apply to any minority student or to men when they constitute the minority.

Knowledge about individual learning styles and how some classroom techniques may put some students at a disadvantage is key. Here we present the findings different studies have shown about characteristics female students generally exhibit and propose specific strategies for addressing these characteristics so that both female and male students can reach their potential in your courses.

Classroom Dynamics

People develop conceptions of themselves based on a combination of experiences in the family, in school, in peer groups, and in other social situations. The classroom experience itself is an important factor in determining how people assess their abilities from an early age. Studies of classrooms from kindergarten through graduate school (Hall & Sandler, 1982; Sadker, 1986; Spitzberg & Thorndike, 1992; AAUW, 1992) have shown that teachers tend to:

- call on male students more frequently
- wait longer for male students to respond to questions
- give male students more eye contact following questions
- remember the names of male students
- use male students' names when calling on them
- attribute male students' comments in class discussion ("as Michael said earlier")
- accept the responses of male students who call out answers without being called on, but tell female students who call out answers that they must raise their hands first and wait to be addressed

- interrupt female students before the end of their responses
- ask male students more questions that call for "higher order" critical thinking as opposed to "lower order" recounting of facts
- coach male students to develop their thoughts by giving them more extended and more specific feedback on the quality of their ideas
- give male students specific information on how to complete projects themselves (rather than doing it for them)
- praise the potential ability of male students who are assertive and vocal, but characterize female students who exhibit such qualities as "rude," "aggressive," or "showing off"
- encourage male students to pursue advanced study.

While both female and male teachers at the elementary school level exhibit these behaviors, at the university level, it appears that "female professors, compared with their male counterparts, tend to be less biased against female students, are more able to recognize females' contributions and intellectual talents, and are more generous in giving them academic and career encouragement," (Wood, 1994, p. 75). Male or female professors with the greatest intentions of eliminating gender bias and stereotypes face the challenge of reaching students who, at some point during their lives, have learned to become silent and passive in an academic culture that tends to reward highly verbal and aggressive students.

Characteristics of Different Communication Styles

Female students are more likely than male students to exhibit the following characteristics in their classroom communication style (Loevinger, 1994):

- give their statements less loudly, and at less length
- present their statements in a more hesitant, indirect, or "polite" manner
- use "I" statements ("I guess..." "I was wondering if...")
- qualify their statements ("sort of" "I guess")
- add "tag" questions ("isn't it?" "don't you think?")

Student Comments

I complained about a fellow student who was in my work group. He kept asking me out and flirting instead of doing the work. The professor told me to "get used to the real world."

Tip: Acknowledge the concern of your students about inappropriate behavior. Help her strategize responses to the other student so you keep all students on track.

I think there is more of a tendency for male professors to interrupt female students more than they interrupt male students. I'd get cut off and he would let the guys go on and on.

Tip: Ask a colleague to sit in on your class and observe for biases in your discussions or use a Teaching and Learning Center Instructional Consultant to record your class with audio or video and watch yourself for indicators of bias. Have students give you feedback on how comfortable they feel participating in class.

Student Comments

I'm pretty shy, so I really appreciated the '2 minute writes' as a way of expressing my thoughts when I didn't speak up in front of the class.

Tip: By altering feedback strategies you enable students to participate comfortably.

I'm glad that our instructor made each of us do an oral presentation. I thought I would die. I've never spoken up but he insisted and helped us do well. It was good to do it.

Tip: Stretch all students to supplement their styles of interacting by learning additional ones. Provide steps for success.

- ask questions rather than give statements
- use intonations that turn a statement into a question
- accompany their statements with smiles or averted eyes rather than more assertive gestures, such as pointing
- apologize for their statements ("I may be wrong, but...").

Students exhibiting these communication characteristics have often been perceived in academic communities as less rigorous in their ability to think critically and lacking in intellectual sophistication. Whether the students are male or female, the professor who values assertive and self-confident speech is less likely to take these students seriously. Such students experience a clear disadvantage in the classroom where professors expect them to speak in front of the whole group. To make a classroom a more equitable environment:

Examine Your Own Classroom Communication Patterns

- Are you reaching all of your students, particularly in classes where female students constitute the minority, and thus enjoy less peer support?
- Do you ask higher order questions to male students rather than female students?
- Are you ignoring the minority of female students in your class? Where do students sit in class?
- Do the few women students sit together away from the men, or vice versa?
- Do you direct your attention equally to all parts of the class?
- Do you make eye contact with all students in the room? How do students respond to each others' comments?

Address Different Communication Patterns

Consider "report vs. rapport" mode of communication. Sociolinguist Tannen (1990) suggests men tend to speak in order to acquire information and assert position within a hierarchy, while women tend to speak in order to share experiences and establish a condition of equality wthin a communication situation. According to Tannen's model, if a woman does not challenge a classmate or offer her own point of view, it may be because she doesn't want to assert herself over a peer, not that she is unable to think critically. Women tend to perform better in classrooms that invite collaboration and female students take more active roles and participate on a level equal to that of male students.

As Wood (1994) acknowledges, the categories of "masculine" and "feminine" are broad categories that may not be reflected in all male or female students' behaviors.

Structure and Monitor Group Dymanics Closely

- Do male and female students, when in the minority, often segregate themselves by sitting together?
- Do you arrange classroom situations where men and women work together?
- Do you simply let students choose their own groups, resulting in the same students always working with each other?
- Do you usually sit or stand away from the group of students in the minority?
- Do you vary the place from which you generally conduct the class so that you have a chance to make close eye contact with different groups of students (note there are cultural differences with respect to proximity and eye contact)?
- How do you ensure that all students will participate equally in group work?
- Observe group dynamics in your class and look for ways to structure groups in which your quiet but capable students will feel comfortable sharing their ideas.
- Do you make sure that each student's participation is important to the group's purpose?
- How well do you make all students accountable for their participation in the group?
- Do you provide students with guidelines for conducting discussions and group work?

Student Comments

Believe it or not, I had to do group work with all men and they asked me to do the typing! My mother told stories like that and I thought, "gosh, you lived in the dark ages!"

Tip: Assign clear roles and functions in group work to assure the female member is not always the secretary and assure both males and females have leadership opportunities.

Student Comments

It's the responsibility of the professor to set the tone for the class. If students are saying inappropriate things, I want the professor to say something.

Tip: Mutual respect is fundamental to a productive learning environment. Assure students you expect such a climate.

Our professor gave us some guidelines for respectful discussions because we were covering controversial material. She had to refer to them a couple of times when things got heated. It really helped to turn our differences into real conversations and not a shouting match. I have to admit, I learned from a guy who I totally disagree with.

Tip: Help students learn ground rules for disagreements. Ask each student to articulate key points of the opposing argument.

- If a student is disrespectful or making sexist remarks, do you challenge them and explain how it is problematic or let it pass?
- Do you help students understand how sexist attitudes hinder the purposes of group work or even of the course?

Even within group situations, women students may be less likely to actively participate when men outnumber them. Depending on student personalities and the ratio of male to female students, you might try mixing the groups in a way that ensures that women and men will occasionally have the opportunity to work with students of their own gender. Consider the personality of individual students. Women who have shown that they are comfortable voicing their opinions in front of the whole class, and who defend their point of view with confidence are probably going to participate actively in a group of men. Avoid assigning all women to the same group because (a) the women might feel singled out and (b) they would not have the chance to interact with male students. Similarly, if you have a class of two men and ten women, you would not want to always split up the male students because they might feel that you are targeting them for special treatment.

Confront Sexist Remarks

It is your role to establish and demand a working environment that respects all students. Even if you do not make sexist statements, you may be permitting a sexist attitude to enter the classroom if you do not challenge them when they are expressed in the classroom. Usually, the kind of discomfort women often report feeling comes from other students.

If you observe students making sexist remarks, whether in front of the whole class or in smaller groups, it is best to confront the student(s) and tell them that such remarks are inappropriate and do not further the purposes of the course. Again, in classes where gender or other group identity differences are likely to become the topics of discussion, during the first week of class give students printed guidelines that demand respect for all students. Or work out a class contract on rules of discussion at the beginning of the semester.

Challenge All Students

- Validate a female student's responses and challenge her to go further.
- Insist that a student follow her statement through to its larger implications to develop her critical thinking skills.
- Show your confidence in her ability to think critically.
- Demand participation of all students, not just of those who always raise their hands.
- Share with the class some questions or problems you are trying to work through. Such openness on your part shows students that while some questions in your field have fairly evident "right answers," many questions remain open to debate.
- Encourage more collaborative learning in your class to help students build confidence that they themselves can produce "right" answers. A think-pair-share strategy where each student has an opportunity to suggest an idea boosts participation.

Treat Students as Individuals, Not as Representatives of Their Gender

Well-meaning teachers often try to encourage quiet students to participate by getting them to speak about issues the teacher believes are important to them. In the case of a female student, the teacher may assume the student is interested in "women's issues." For example, in a discussion about the Equal Rights Amendment in an American history class, a professor might be tempted to turn to a generally quiet female student and ask her to give "the woman's perspective." The question is well-meant, since the professor wants to include the woman and validate her viewpoint. However, it puts the woman in the uncomfortable position of speaking for all women in the class and for all the women she knows. The question also conveys a certain expectation that she holds views based on her gender and, further, that all students hold beliefs or values based on their essential gender identity. There may well be men in the class who consider themselves feminists and who might have as much, if not more, to say about the need for equal rights for women.

Student Comments

I just hate it when an instructor says "Let's hear the female perspective on this theory. . .like, didn't any women create those theories?"

Tip: Ask for both male and female perspectives on theories being discussed when gender differences are sought.

Student Comments

One of our TAs always gave extra credit test questions based on the latest football game or what was in Sports Illustrated. I don't read that magazine!

The Curriculum

Women's contributions to many academic fields are often missing in the materials students read in school. M. M. Ferree and E. J. Hall (1990) found that women are conspicuously absent even in university textbooks. Whether in literature, where male authors predominate, or in science, where men appear as practically the only ones who make discoveries, women's contributions are either ignored or minimized (Spender, 1989).

Do you know?

Women in Math and Sciences

Recent surveys show that women receive 54% of all bachelor's degrees in the United States, but only 30% of natural science and engineering degrees, and 16% of physics degrees (Bryant, 1993; Ravitch, 1993). UNL figures of women graduates somewhat parallel these national trends. According to the UNL Office of Institutional Research, in 1998, 40% of degree recipients in chemistry were women; 11% of degree recipients in physics were women; and 47% of degree recipients in biology were women. Some 11.6% of engineering degrees, 29% of agricultural and natural resources degrees and 43.5% of all math degrees were conferred to women (including Teachers College degrees).

As a math, science, engineering or agricultural sciences professor, you can have a tremendous influence on women in your class. First, establish a professional atmosphere comfortable for men and women alike. Second, make female students aware that they are capable of learning the material, and encourage those who perform well to take additional courses in the department or to pursue advanced studies in the field. Students who do well in these fields often cite a teacher as an important influence on them (Clewell, Anderson and Thorpe, 1992, p.80).

When it is relevant, make reference to women currently conducting important research in your field. When talking about hypothetical scientists or mathematicians to illustrate a point, make sure you occasionally assume the scientist or mathematician is a woman. By doing this, you send out a message to students that your field is open to women as well as men.

Give real life contexts when teaching concepts. Rather than teaching only mathematical formulas, make an effort to show how they can be used outside the classroom. By showing the relevance of these concepts to solving "real world" problems, you are more likely to make both male and female students aware of the importance of your discipline and to awaken in them curiosity to discover more about it. For more detailed discussion of strategies for including women in your science class, consult Sue V. Rosser's *Female-Friendly Science* (1990), especially Chapter 5, "Toward Inclusionary Methods."

Testing

When constructing test questions, be sure you have not inadvertently reinforced negative stereotypes about men or women. Try not to give questions that assume gender-based differences. If you have extra credit questions, make sure they are related to the course content and not about your personal interests. When designing your tests, never include material or concepts that have not been part of the course work. If you do want students to incorporate personal experiences, offer some choice in the questions you give or allow large enough parameters so as not to disadvantage anyone.

Sexist Language

Since the late 1960s, more attention has been paid to the assumptions about gender roles implicit in official English language usage. Perhaps the most controversial aspect of standard usage is the question of the "generic" masculine pronoun: *he, his, him.* For some, these pronouns simply offer convenient ways to refer to both sexes, while for others these pronouns exclude the female sex. Some of your students are already aware of this problematic issue, while some are not. Whether or not you choose to encourage or require non-sexist language from your students, you should attempt to make your own speech and written materials as gender neutral as possible. While some argue that it is awkward and inconvenient to avoid masculine pronouns, many simple grammatical revisions can easily make gender charged statements gender neutral. Frequent use of he/she or his/her can indeed make writing stilted and heavy, but other ways to avoid the use of masculine pronouns exist. For example, consider the following instructions for a class project or a literature assignment.

Original statement	Suggested inclusive alternatives
Example: Research notes	
Each member of the group must submit his own research notes along with the group's final report.	***All group members must submit their own research notes along with the final report of the whole group. OR*** ***Please submit the research notes of each student in the group along with the group's final report.***
Example: Literature assignment	
In your report, you should include some consideration of how your author's life experiences or beliefs have influenced his writing.	***In your report, you should include some consideration of how life experiences or personal beliefs have influenced the writing of the author you have chosen.***

Once you are attentive to gender bias in your writing, you will find that you can develop an array of techniques that will help eliminate it.

Student Comments

I think professors should stop sexual joking around when it occurs, but some of them just laugh it off or actually join in. It's pretty uncomfortable.

Tip: You are responsible for the decorum in your class. Tell students what is appropriate and what is not.

I think it is hard for some women to confront sexist behavior, especially when they are the only ones in the class. They don't have the background in talking about this kind of stuff and aren't going to know why they don't like it. They're just going to leave or change their major.

I had a professor who tried to say "he or she" wherever possible and told us that his daughter was helping him learn about gender bias in our language and that he knew he wasn't perfect and that he would probably slip up once in a while. I appreciated his honesty.

Tip: Acknowledge your own process of change. By doing so, you model lifelong learning.

Student Comments

I had a really hard time with a TA who kept asking me out instead of helping me with the homework. I needed this class to graduate. I wanted to complain about him, but didn't want a reputation as a complainer or troublemaker. I ended up hiring a tutor so I could understand the material. I just wanted out of that class!

Tip: Familiarize yourself with UNL policies on inappropriate relationships between teachers and students. Keep interactions at a professional level and help teaching assistants develop these behaviors.

Outside the Classroom

Some of the discomfort women students experience at the university has more to do with their personal interaction with the teacher or with other students than with course material or classroom activities. Women often feel uncomfortable when their teachers comment on their physical appearance. For example, an instructor might compliment a woman on her clothing or the way she has styled her hair. Students may not themselves be explicitly aware of how uncomfortable such compliments make them feel, but the implicit message they receive is that teachers evaluate their bodies, and not their minds.

Furthermore, inviting a student to discuss the course over coffee or lunch is similarly inappropriate to the student/teacher relationship and can confuse students about expectations. Because of the considerable power that teachers hold, no teacher should approach a student, regardless of gender, except in a strictly professional way.

Sexual Harrassment

The difference between inappropriate behavior and sexual harassment may sometimes be difficult to determine. However, the University's sexual harassment policy and procedures explicitly label as "sexual harassment" all "unwelcome sexual advances, unwelcome requests for sexual favors, and unwelcome other verbal or physical conduct of a sexual nature by one in an official University position" when the submission to or rejection of this conduct affects the person's employment or academic standing, or interferes with the person's work or academic environment. All University faculty, students, and employees can follow official grievance procedures if they feel they have been sexually harassed.

Professors and instructors must maintain the highest level of professionalism in and out of the classroom. Remarks considered denigrating of women or men, even when intended as humor, could constitute sexual harassment and could be prosecuted under the University policy. See Appendix J Policy on Discrimination and Harassment for a complete description of the official policy and procedures.

The teacher/student relationship goes both ways, of course. A student may also pay too much positive or negative attention to the teacher, which can escalate into harassment of the professor or TA. The source of inappropriate comments or actions could be sexual attraction or a belief that someone of a certain gender cannot have the knowledge and competence necessary to act as professor. Honesty and discretion are the best way to avoid potentially explosive situations. An office visit with the student is useful to explain the inappropriateness of the student's behavior. If this does not change the student's behavior and you believe that the situation has the potential to escalate, notify your supervisor or chair of the problem before it becomes serious.

Amorous Relationships

The University does not have an official policy banning amorous relations between teachers and students, but such relationships are strongly discouraged due to the power differential that exists. There is a clear ban on such a relationship when the student is presently under the teacher's direction. UNL policy requires recusal (the relinquishment of a supervisory role) when supervisory or evaluative relationships exist between members of the university community who share sexual, romantic, or domestic relationships. This policy covers the relationship between faculty and students and graduate assistants and students.

Sexual Assault

The trauma of sexual assault can dramatically interfere with a student's ability to perform in the classroom. According to Helen Neuborne of the National Organization for Women's Legal Defense and Education Fund, "a major reason freshmen women drop out of college is sexual assault" (as cited in Loevinger, 1994). UNL considers date rape to be sexual assault and a serious issue for students. Although your responsibility is as a teacher, not as a counselor, you can have an important influence on a student who has been the victim of a sexual assault by encouraging the student to address the fact that this traumatic event may interfere with academic performance and assisting the student with appropriate referrals.

As with any student who shows symptoms of withdrawing from the class and not turning in work, ask the student to schedule a time to meet with you in private. Begin the meeting by telling the student that, based on your observations, you feel something is wrong and you want to know what can be done to help. If you have made a mistaken

Student Comments

I went to my TA's office hour for help and he leaped up and said "Leave the door open, I don't want to be accused of sexual harrassment." It was very awkward, but later I felt bad for him and wondered if this actually happened to him.

Tip: Professionalism and decorum are key components of the teacher/student relationship. It's not always necessary to tell students your reasons for doing things. Don't make them unnecessarily concerned. Simply leave your door open during office hours if you are uncomfortable.

assumption, it can be cleared up. If you make your question open-ended, you allow students to reveal only what they are comfortable revealing. Any student who has been the victim of sexual assault should be referred to an agency that can offer the appropriate counseling (such as the Counseling and Psychological Services Center at the University Health Center, or the Rape Spouse Abuse Crisis Center in Lincoln (see Appendix M for Resource List). In addition, offer to help the student to identify a plan of action to complete course assignments. If you are unfamiliar with issues relevant to sexual assault, you can get information at the Women's Resource Center in the Nebraska Union.

General Principles for Teaching All Students

- Don't overlook capable but quiet students.
- Give male and female students equal attention in advising and mentoring.
- Give female and male students equal attention and equally specific feedback.
- Monitor classroom dynamics to ensure that discussion does not become dominated by more aggressive students.
- Vary the classroom structure to include more than just competitive modes of learning.
- Revise curricula if necessary to include female experiences, and to include them in more than just stereotypical ways.
- Increase wait time—the amount of time you allow for students to formulate an answer to a question in class.
- Avoid sexist language in classroom discussions, lectures, and in written materials that you distribute to the class.
- Do not ask female students to perform activities you would not request of male students or vice versa.

Source: Adapted from Loevinger, N. (1994). *Teaching a Diverse Student Body*. University of Virginia. (p. 9).

Using Criticism in the Classroom

Because some women students may take criticism personally and may view it as more serious than intended, think about how to help all students become more responsive and less sensitive to criticism.

- Demystify the criticism process by talking about it or at least handing out written materials. Do this early in the semester, if not in the first session.
- Discuss how criticism makes many students, especially first-year students, feel inadequate, in order to help students recognize that although criticism can be perceived as wounding, it is also helpful. Talk about how you use criticism, and give students reassurance about themselves.
- Insofar as possible, give criticism in the form of a question. "How would your answer change if you took into account the economic implications?" is less threatening than, "Your answer is wrong. You did not take into account the economic implications."
- Give criticism in a way that encourages students to work harder. Sometimes this can be accomplished by including praise along with the specific suggestions for change such as "I know you can do better; what you need to do is redo the experiment and keep an eye on the changes in the fluids," or "This isn't up to your usual good work. You need to include more descriptions of the problems."

Source: Sandler, B. R. et al. (1996). *The chilly classroom climate: A guide to improve the education of women*. Washington D.C.: National Association for Women in Education.

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Contributor: *Jan Deeds, Assistant Director Student Involvement, Gender Related Programs, UNL.*

Adapted from *Teaching for Inclusion: Diversity in the College Classroom.* (1997). Center for Teaching and Learning, University of North Carolina at Chapel Hill.

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Chapter 4

Class in the Classroom

By Lee Warren, Harvard University.
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Class is an often invisible form of difference. Yet it is there all the time, affecting how and what students learn at every turn. It pervades the values and the purposes of colleges and universities. It contributes to determining the courses offered and the books read and discussed. Still, it is a diversity issue rarely acknowledged.

Class is also very difficult to define. Ask a group to divide itself according to class, and chaos ensues. What is the difference between rural and urban poor? What about professionals who make very little money? What role does education, neighborhood, or kind of work play in the definition? For the purposes of this essay, I am going to draw the roughest of cuts between working class, middle class, and upper class, recognizing the inexactitude of the division and assuming that most people have a general sense of what is meant—even though this is discomfiting. The descriptions offered here represent what people have said in workshops on the subject, in which they have discussed their own experiences as students.

How does class affect learning?

Lower class. The biggest factor affecting learning for lower class students is a lack of confidence based on real or perceived weaknesses in preparation. These students often come to college with a lower level of academic skills and sophistication than their middle and upper class peers. Not surprisingly, this affects their performance in the classroom. It also affects their perception both of their ability to do well and of their place in higher education. Although many are just as well prepared, uncertainty can lead them to be quieter and less visibly engaged in classroom encounters.

Student Comments

I'm the oldest of my brothers and sisters and my parents just can't understand how long it's taking me to get my degree. They want me to work more. It's a lot of pressure.
-First generation student

Tip: Help students see how your course fits into a long range career plan.

My English teacher made us read our compositions out loud in class and then made fun of how I talk. I dropped that class.

Tip: Some first generation college students and some economically disadvantanged students may use nonstandard grammar or have other language issues. When correcting, point out the successful communication of ideas, then suggest grammar substitutions.

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In addition, these students tend to be less able to work the system. They often have more difficulty navigating rules and regulations and finding the right people to help them. Moreover, many have trouble finding courses and majors that address their interests and needs and acknowledge their experience. Most of them need to work while attending school, which limits the amount of time available for study and can impact their program of study. So these students often feel unwelcome. They are very aware of class and of place and position.

On the more positive side, working class students are keenly aware of the value of higher education, tend to be highly motivated, and know how to work hard. They are often characterized by a fierce determination and goal-orientation. They have a strong work ethic and often manage hair-raising schedules of work, family, and college, pulling off the demands of each with grit and a clear sense of purpose. They understand diversity and appreciate what they have. Confusingly, they are loyal to their class background and are often in the process of moving to the middle class. This sometimes creates difficulties for them at home.

Middle class. Middle class students are the least aware of class. They assume a place in the institution, and they come fairly well prepared for higher education, although there is a wide range in their preparation. They are more protected than the lower class students and somewhat more naive, as well as more confident. They assume they will succeed and are prepared to work hard. Many work outside of school, though not as much as lower class students; and they see working as both an advantage and a disadvantage. They know how to play the game, but not quite as broadly as their upper class colleagues. Often they need some help with academic skills but usually have the basics in place.

Upper class. Upper class students generally come to college best prepared. They are also often skilled and sophisticated in the ways of the system. Their assumption that the system is there for them enables them to work the rules to their advantage. Because they are confident in their place, they are likely to speak up in class and to assume that their ideas will be heard; and they feel free to take risks because of their social and economic safety net. They experience a wide

Student Comments

I'm not comfortable asking my classmates for notes. They all seem like they know each other well. I don't really relate to them.
-Transfer student

Tip: For students who may feel isolated in the classroom, assign groups or study buddies with concrete assignments. Limit the "self-selection" process when forming groups.

One of my professors asked me to talk about the welfare experience. He just assumed I was poor or on welfare, I guess, because I'm black! My mom's a real estate agent and my dad's a lawyer. We are definitely not poor and I have nothing in common with welfare moms!

Tip: Don't assume economic status based on race. When asking students to speak from experience, be sure to ask them to describe the parameters of their experience.

choice of careers and significant exposure to the world of travel, education, and art. They tend to be ambitious and value success, community responsibility, hard work, and excellence.

Many upper class students, like the lower class students, are intensely aware of class and may be embarrassed about their advantages. They may often try to hide their class background, while at the same time taking their privileges for granted. They feel at a disadvantage in understanding and communicating with people of other classes and feel they have a limited perspective that can leave them insensitive to others' issues.

How can we recognize class differences in the classroom?

Class differences are not always easy to detect. However, some signals do exist. Yet even listing these signals is risky: for every example there is likely to be a counter-example. Nonetheless, it is important to have some suggestions of what to look for if we are to become more sensitive to class differences and thus more inclusive pedagogically.

Language. In many parts of the country, class differences are sharply defined by accent, which can, of course, also be deceptive. In addition to accent, however, are varying vocabulary levels, which can signal levels of academic preparation and sophistication, often class-related.

Academic readiness. Differing levels of preparation and academic sophistication can sometimes be attributed to class background and the quality of previous schooling. They can also can affect levels of participation. Quiet students are sometimes quiet because they are not confident of their mastery of the material or of their ability to compete in the classroom with sophisticated verbal and conceptual gymnasts. It is a question of ease in the world of ideas. *[Note: Some Nebraska students may view quietness as politeness.]*

Choice of examples. The choice of examples that students (and teachers) use in academic discourse can be very revealing of class background. One story is told of a student who stated that the reason the piano had been such an important social feature in this country is that everyone has one. Another student's eyebrows shot up: clearly pianos were not in every household that he entered. This story is relatively benign; others can be hair-raising.

Student Comments

I don't get much out of the lectures. It goes by so fast and the terms just go over my head. Sometimes I think college may not be for me after all.

Tip: Provide all students an outline of key points you will cover. Suggest vocabulary resources and glossaries to your students so they learn discipline specific language. Encourage them to write down unfamiliar terms and vocabulary words as you lecture, then consult with you during office hours.

I had a professor who really encouraged me to try and become a chemist. I like this, but, before college, I never thought of myself as a researcher.
-First generation student

Tip: Develop strategies to instill confidence in your students. Remind them of their successes. Praise their abilities. Express high expectations for their futures. Share your own story about how you became a researcher.

Student Comments

We came from a very comfortable background—I guess you would say we are rich. One of my instructors always made comments about our parents paying for our education and us not appreciating it. How does he know what I think?

Tip: Blanket assumptions about students or put-downs may generate hostility. Ask students to articulate their own personal goals for their education.

Academic interests and perspectives. Students from different class backgrounds can have very different reactions to material presented and very different interests in the material. Asking for students' perspectives or reactions can reveal a great deal about students and, as well, enhance everyone's understanding.

Dress. This is a deceptive category, because many upper class students dress down, but often the quality of clothing and of jewelry can reveal class background.

Pedagogical implications

The first implication is the rule for all manners of diversity: **Learn as much as you can about all groups, but NEVER make assumptions about an individual student based on the group to which you think he or she might belong.**

This is the way out of the dangers inherent in listing signals of class difference. A student's accent or silence does not necessarily mean he or she comes from the lower class, for example; and that he or she comes from the lower class does not necessarily mean a lack of academic preparation or sophistication. Similarly, an upper class background does not guarantee intellectual sophistication. One must never make assumptions but must always check out the situation with the individual student.

But beyond this caveat, what can we do to help level the playing field and include all students to the greatest extent possible in learning? Some suggestions are institutional, some curricular, and some pedagogical.

Institutional suggestions. Institutions might engage in college-wide discussions about what it means to be educated, about the purpose of the institution and the values it embodies and promotes, using class as one of the factors for reflection. They can develop better student support systems, safety nets, and specific strategies for welcoming students who come without the requisite academic background so as to provide them with the learning and system skills they will need not just for survival but for success in higher learning.

Curricular suggestions. At most institutions, more attention can be paid to class experiences both in courses offered and in the content of many syllabi. Is there a place for students to learn about class backgrounds other than their own, as well as about their own? Is material included from every class? Is the absence of material from some classes discussed?

Pedagogical suggestions. Modes of classroom operation can be developed to enhance the learning of all students, regardless of their background. Specific suggestions applicable to many courses, and in some instances all, follow.

- Be very explicit about classroom norms and rules of operation. Let students know how to play the game, and help those who seem uncertain.
- Include readings from a wide variety of class perspectives.
- Use examples that come from every class.
- Acknowledge class differences and make class a topic for discussion. Look for class-based perspectives. Note value-laden language.
- Ask about student experience and about personal reactions to material; include these in content discussions.
- Get to know your students and their individual strengths and weaknesses. Teach to both.
- Vary the kinds of assignments, to include a variety of learning styles.
- Vary classroom activities, to include collaboration and small group work.
- Provide the opportunity for rewriting papers, as a way to teach students still learning to work in that mode.
- Protect the student who makes an unsophisticated comment.
- Model the acceptance of various class backgrounds.

Conclusion

Class distinctions are difficult for everyone in this country. Our national belief is that we are a classless society and that class should not matter; but class is evident everywhere and

Student Comments

I don't have much experience writing and always am graded down on grammar.

Tip: Allow students to rewrite papers for improvement. Offer clear guidance about what you expect. Encourage them to go to the Writing Assistance Center in Andrews Hall for help.

One of our teachers always stopped lecturing and asked us to review the key points she had just made. She also gave us review questions. This was my best class.

Tip: Depending on their learning styles, some college students may find discussion more useful than lecture. Try a few collaborative and active learning exercises to breakup the lecture.

One of my TAs was so sarcastic when she responded to me and one other student who was also being tutored. She only liked the smarter students and used different tones with them.

Tip: According to the SOS, Student Opportunities and Services Office, sarcasm is the single biggest impediment to successful learning of first generation, economically deprived students.

matters immensely. The disjunction between our held belief and reality makes this a difficult area to understand and accept. We need to be sensitive to the embarrassment discussion of class differences almost inevitably involves. Lower class people are often embarrassed about their position, upper class people about their privileges; the middle class often isn't aware of class at all. When talking about class, both tensions and triumphs arise. This is difficult work, but critical to the creation of an academic environment open to all its members.

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Student Comments

The best experience for me was a teacher who was always there during his office hours. We could ask for help anytime and he was friendly, never made us feel dumb.

Tip: Tell your students when you are available, how to study, and the ingredients to their success in your class.

Chapter 5

African American Students

In 1999, there were 438 African American students at UNL out of the total UNL population of 22,142, or approximately 2% of the total. The students interviewed reported that they either feel invisible or hypervisible--invisible when they don't see mentors on campus or see themselves reflected in the curriculum, and hypervisible when a racial incident occurs and faculty and fellow students want to know their reaction. Hypervisibility also comes from being the only person of color in a class or the only African American student in a class, seminar, or small group.

The experience of African American students on a predominately white campus is as varied as the individual African American students. Students identified alienation, loneliness, being objects of racism, lack of social opportunities, and negotiation of two cultures as integral parts of their college experience. Classroom concerns that emerged from students interviewed centered around these themes:

"Faculty and students assume that I was admitted as an affirmative action case."

There is considerable misunderstanding about affirmative action, its goals and purposes. All students admitted to UNL have met the entrance requirements and have indicated a capacity to successfully complete university level requirements. There are no students at UNL who have not met these requirements and there are not separate admissions standards for students of color. At times students are put in the position of having to educate their peers and instructors about affirmative action when, in reality, they prefer to focus on chemistry, math or history assignments.

Student Comments

After the first history lecture, I was talking with a group of friends from the dorm. Two of them were African American. The professor walked over to us and said "By the way, you athletes need to know that I won't tolerate any late work or using sports as an excuse." I was offended because I'm not an athlete. He just assumed I was because I'm a black man on this campus.

Tip: Be aware of a common erroneous assumption. In fact, eighty-four per cent of the African American students on the UNL campus are not athletes. Of the 700 athletes on campus, 2% are black women and about 8% are black men. Recognize your own stereotypes about student athletes in general.

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Student Comments

A woman in my lab group comes from a rural small town. She told me she had never met a black person before she met me. I couldn't believe it! She's nice and everything, but I feel like she wants me to be her "tutor of black culture" and it takes forever to get our work done.

Tip: Remind group members to focus on the specific tasks they must accomplish, yet acknowledge the great opportunity for learning about each other (a two-way street).

I think professors that assign group work need to be aware that sometimes the interpersonal dynamics of a group make it impossible, or at least hard, to learn the material and to do well. I was assigned to a group where one of the guys treated me like I wasn't capable of doing the work. He would do my part of the work "just in case" I hadn't done it right. I went to the professor, but she said she didn't want to deal with what she called interpersonal problems.

Tip: Use the Diversity Opportunity Training (DOT) interactive videodisc available at the TLC to address issues and dynamics of group work. This directly addresses how racial attitudes may influence a group.

"Faculty and students have low expectations of academic performance or they think I'm exceptional."

Students often had to convince their peers that they were able to do the course work. Particularly in group work settings, students reported they were frequently ignored or that they felt the others "checked up on them" more. One student reported that a faculty member expressed surprise at her writing ability, as if he had not expected it to be good. Another indicated that she felt uncomfortable when faculty praised her work as exceptional, implying she was different than "most Blacks." Several students indicated frustration with faculty who did not hold them up to the standards of other students, expecting them not to achieve. "Treat me the same as the other students," was a common refrain.

Related to this is the notion of black achiever isolation, in which students who are high achievers are accused of "acting White" to succeed. This stressful negotiation of modes of being adds pressure to students.

"Faculty and students frequently assume that male African American students are athletes."

This is a common misperception that stigmatizes African American students, particularly men. In fact, at UNL, eighty-four per cent of the African American students on the UNL campus are not athletes. Of the 700 athletes on campus, 2% are black women and about 8% are black men.

"Faculty single us out as 'experts' and 'spokespersons' for our race."

One student indicated she always wanted to shrink into her seat rather than represent her race and she often silenced herself in class discussions. Particularly acute for students was the period after a fraternity at UNL burned a cross as part of an old ritual and a faculty member sent out an e-mail that was considered racist. Campus debates ensued and students felt hypervisible. One student indicated she wanted to educate others about the meaning of cross burnings, but she felt ashamed that she did not know facts and figures about her own history. She also felt so hurt by the incident that she felt she would be emotional and inarticulate if she tried to talk. Students wanted to represent their own opinions and for instructors to recognize that there is a broad range of opinions and perspectives within the African American community.

"The curriculum excludes us or sees us only as victims of slavery."

It is important for faculty to provide a more rounded view of the contributions of African Americans to science and education. While the experience of slavery is pivotal to the history of African Americans in this country, resulting in their designation as an involuntary minority (Ogbu, 1993), it is limiting to understand Blacks only as victims. Students argued that a perspective which emphasizes survival, adaptation and resistance would be inspiring for all students and would eliminate the narrow view of African Americans that permeates the educational experience of most European Americans.

"Certain faculty seem uncomfortable around African American students or even afraid of us."

It may well be that certain faculty members have lived the majority of their lives in predominately white areas of the country or attended predominately white institutions where there would be little or no exposure to African American students. It is hard to generalize about faculty comfort levels and the reasons they exist. Katz (1991) found that some White faculty are scared of some students of color. Ask yourself if you are speaking with African American students as often as with others. Have you taken a few minutes to ask your students about their goals for the course? About their career plans?

"Faculty don't seem to interact with black students as much as with white students."

Students reported that faculty seemed more at ease with White students, engaged in banter with them, asked them more questions in class and solicited their opinions readily. This mirrors frequent findings that African American students report they have fewer informal contacts and interactions with faculty than do white students (Allen, 1988; Stikes, 1984; Kirkland, 1999).

Student Comments

I really hate it when the teacher calls on me to answer from a "black perspective." I know they are desperate to get a conversation going, but I do not represent my entire race. I feel like I am being put on the spot.

Tip: Do not expect one student to represent 22 million people! The African American community, like a black perspective, is highly diversified. It is important to keep that in mind. A good book to read would be James E. Blackwell's **The Black Community: Unity and Diversity.**

One professor brought up how Blacks score lower on the ACT than Whites, but he didn't explain why or how there might be individual exceptions. I felt like everyone looked at me like I must be dumb or that I don't belong here.

Tip: Reasons need to be given without making generalizations about African American students. When using statistics, professors should give a context (some description) as reported by a variety of scholarly opinions on the subject.

Student Comments

I have a child and I used to talk about her all of the time. That is until one of my professors called on me to talk about my experiences with the welfare system. Now, why did she assume that I was familiar with welfare? I was so angry. It was hard to keep listening to her.

Tip: One of the most common myths about the Black family is that it is made up of single-female headed households and the women are on welfare. This is simply not true.

My parents have always instilled in me a sense of pride of our African American heritage. My name reflects that. I wish that professors would simply learn my name or ask me how to say it if they don't know, instead of ignoring me or not calling on me.

Tip: Treat and recognize all students as equals in the classroom. If ever unsure how to pronounce a student's name, ask. To understand more about African American families, read* Climbing Jacob's Ladder *by Andrew Billingsley.

Nikki Giovanni in her book *Racism 101*(1994) discusses questions that White students and faculty frequently have of African American students. Her list and her suggested responses, while to the point, are illuminating.

Q: What's it like to grow up in a ghetto?
A: I don't know.

Q (from the teacher): Can you give us the Black perspective on Toni Morrison, Huck Finn, slavery, Martin Luther King, Jr., and others?
A: I can give you my perspective. (Do not take the burden of 22 million people on your shoulders. Remind everyone that you are an individual, and don't speak for the race or any other individual within it.)

Q: Why do all the Black people sit together in the dining hall?
A: Why do all the white students sit together?

Q: Why should there be an African American studies course?
A: Because white Americans have not adequately studied the contributions of Africans and African-Americans. Both Black and white students need to know our total common history.

Q: How can whites understand Black history, culture, literature, and so forth?
A: The same way we understand white history, culture, literature, and so forth. That is why we're in school: to learn.

Comment: *When I see groups of Black people on campus, it's really intimidating.*
Comeback: **I understand what you mean. I'm frightened when I see white students congregating.**

Comment: *It's not fair. It's easier for you guys to get into college than for other people.*
Comeback: **If it's so easy, why aren't there more of us?**

Comment: *It's not our fault that America is the way it is.*
Comeback: **It's not our fault, either, but both of us have a responsibility to make changes.**

Source: Giovanni, N. (1994). *Racism 101.* New York: Morrow Press.

Battling Assumptions-Keys to Effective Teaching of African American Students in Higher Education

By Leon D. Caldwell, Ph. D., Department of Educational Psychology

Below are just a few helpful tips for teaching African American students in higher education. Teachers are encouraged to confront their attitudes and behaviors in order to increase their teaching effectiveness with African American students.

No two African American students are alike

A major mistake teachers make is to assume a monolithic African American student population. While skin color is an easy grouping mechanism, it can not be used to oversimplify individual differences between students. Get to know students as individuals.

Assume nothing about their admission process

One of greatest impediments to African American student achievement is the assumption that their presence on campus is a result of special admit programs. Recognize that your opinions about Affirmative Action and minority student admission programs may influence your treatment of African American students. Regardless of admissions status your responsibility is to instruct and excite the students to excel in the courses you teach.

Expect nothing less than excellence, once you have defined it

Teachers in college can challenge African American students by letting them know that you expect the best; you will only accept their best, and more importantly you will give them a model for definingwhat is excellence. African American students want to achieve and excel in higher education. Many have internalized the notion of learned helplessness as a result of primary and secondary education systems that expect and accept low achievement. The natural tendency for African American students is to achieve-once they have been told what is expected. However, fear of failure (like for anyone else) can construct artificial barriers that impede their success. When you just say "do your best" without any definition or criteria of "best", you are asking these students to resort back to thoughts and practices that accepted their minimum.

Counter the Conspiracy that ACT and SAT equals IQ

Many students enter the university believing that ACT or SAT scores determine their intelligence. This may have a detrimental effect on their academic self-esteem and self-efficacy. Teachers can tell students that standardized admissions scores are merely used as predictors and are in fact poor predictors at that. Instill in these students that the only true predictor of their success is hard work and a strategy for success.

African American Students Don't Bite

Yes they may express themselves differently, use an uncommon vernacular, wear clothes that don't resemble your wardrobe, fashion a hairstyle you have never seen before, and come from neighborhoods you only read about, but they still don't bite. Often teachers on predominantly White campuses don't confront their stereotypes of cultural differences. Instead of taking advantage of the culture differences, they may insist on creating a monocultural learning experience. The differences that African American students bring to the classroom can induce and produce a richer learning environment.

Acknowledge Student Assumptions

Teachers can progressively acknowledge that African American students come to the university with their own set of assumptions about professors. These assumptions range from "not helpful" to "out to get me." Despite the inaccuracy of these thoughts, they exist. Professors should understand that historical experiences may determine people's reality. Many African American students enter the University with preconceived notions of what it will and will not provide. Most students expect the classroom to be uncomfortable and will erect whatever mechanisms possible to ease the discomfort, for example, sitting at the back of the class, closest to the nearest door. College professors can invite African American students to discuss their assumptions about them.

Contributors: *Ron Stephens, Communication Studies; Benita Douglas, Multicultural Affairs; Jake Kirkland, Career Services; Reshell Ray, Student Involvement; Tom Calhoun, Ethnic Studies and Sociology; Leon D. Caldwell, Educational Psychology.*

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Student Comments

Every time I went to the instructor for help, she didn't have time for me. I went to her office hours to ask for help with how to prepare for the exam and she told me she wasn't paid for extra tutoring. I found out from other (white) students that they were getting regular help from her outside of class. Did she think that just because I'm black I need extra tutoring? I just wanted to prepare well for the exam.

Tip: Provide time and energy equally to all students. Listen without interruption and don't assume they need extra help.

I had a teacher who took the had a teacher time to get to know me, and all the class for that matter. It was a class I didn't want to take because it dealt with race and ethnicity issues and I thought I'd have to be "speakin' for my race again." She asked me to let her know if I ever felt put on the spot. I liked that. I relaxed more and ended up actually liking the class.

Tip: Discuss with all students about how to incorporate personal experience and the experience of others in discussion. Conduct a critical thinking exercise to separate fact from opinion.

You know, I really don't want to deal with race issues when they come up. They just set me back. I'm here to get a degree and a job, so don't ask me to get sidetracked on that.

Sometimes I feel like I'm supposed to be an expert on African-American history and contributions-you know, what year the slave trade began, Harriet Tubman and all that, but I don't really know all those details. So I keep quiet.

Tip: Acknowledge that all students need to learn our own and others' histories. Ask non-Black students to research African-American contributions as well as Black students.

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Chapter 6

Latino/Hispanic Students

What's in a name? This chapter might be called *Hispanic Students, Chicano/a Students, or Mexican American Students.* Each suggests a slightly different notion of identity. UNL identified 379 Hispanic students in the fall of 1999, representing nearly 2% of the total student body. The term *Hispanic* denotes students of the Spanish Diaspora who share a broad cultural heritage. This term may include Puerto Ricans, South Americans, Cuban Americans, etc., extending beyond the U.S. border. Many students reject this label as an externally imposed government category which does not define who they are. Also commonly used is the term *Latino.* Increasingly written as *Latina/o* to include women, it refers to the broad cultural heritage of Latin America and the Latin root of the romance language, Spanish, spoken by many. UNL refers to its area program as Latino and Latin American Studies. Other universities have Chicano Studies Programs; still others, Mexican American Centers.

The majority of Latino students at UNL are of Mexican American descent, from Nebraska and neighboring states. Thus, this chapter will focus on Mexican American students. Some, along with their parents, prefer this term to highlight with pride both their Mexican heritage and their American roots and citizenship. Other students prefer the identity of Chicano, a term that surfaced during student movements in the 1960s and 1970s. It combines into one indigenous heritage, the Spanish colonial heritage, the resulting Mexican identity and their American identity. Chicano identity reflects pride in a uniquely American heritage and references increased political activism to honor and value it (see *Did you know?* box on page 82).

Because of the varied nature of Hispanic culture, it is not possible to articulate a definitive Hispanic way of being or

Student Comments

I prefer it when professors focus on their teaching and not on my identity. I mean, I am a Chicana, but I'm also someone who wants to be a CPA!

Tip: Do you see your student as Maria, a junior accounting major who happens to be Chicana, or Maria, the Chicana junior in our accounting program? The latter sends a subtle message that she is 'other' from a norm. The former recognizes her as part of the program.

My political science professor would turn to me and say, "Let's get the Mexican perspective!" First, I don't know what Mexicans think, that's another country. Second, I only represent myself."

Tip: Ask the students for their own opinions. Asking students to be spokespersons for their entire race reinforces the notion there is monolithic thinking within ethnic or racial groups.

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viewing the world. Students are often resistant to providing a "Hispanic" perspective on issues. For example, Mexican American viewpoints may differ significantly from Cuban American or Costa Rican or Argentinean viewpoints. Note that there is a lack of interplay between international students and U.S. born students. Their identity and cultural experiences vary greatly. Mexican American students interviewed expressed frustration with assumptions that Hispanic culture is monolithic. By the same token, Mexican American students also want faculty to understand the complexity and beauty of their heritage.

Students interviewed also hoped to dispel common stereotypes and myths that are pervasive. One assumption is that all Mexicans are recent immigrants from Mexico or that they have an understanding of Mexican history. Most UNL students come from families that have lived in Nebraska for generations, a few from the time following the signing of the Treaty of Guadalupe Hidalgo in 1848, many others as a result of migration during WWII to work on the railroad or in the sugar beet fields of western Nebraska. The farmworker experience shaped many communities, although not all Mexican Americans were farmworkers. A number of students indicated that for the first time they are learning their own history and that of Mexico while here at the University.

In the last few years, UNL has begun to enroll students from the more recent immigration of Mexicans and Central Americans. These students are from families who have come to work in the meat packing industry or are fleeing political and economic discord in their home countries. As Nebraska demographics shift, enrollment will likely increase. For example, the total enrollment of the Lexington Public Schools has grown from 2 - 3 percent Hispanic children to 50 percent in the last six years. This growth reflects the national trend, which predicts that by the year 2026, there will be an inverse of the student representation known in 1990. Hispanic and non-White students will make up 70% of our nationally enrolled student body, 40% of which will be students of Mexican American descent (Garcia, 1995, p. 373).

Another common misunderstanding is that all students are fluent in Spanish. Some are and some speak it at various levels as an acquired second language. Some speak no Spanish, yet have a Mexican American cultural heritage and a

Student Comments

I had a TA who kept referring to Mexican Americans as immigrants. I'm from Texas. I told him, "Hey, man I didn't cross the border, the border crossed us."

Tip: Be clear about your parameters when referring to populations. Some Mexican American families have longer histories on US soil than European Americans.

My Spanish instructor would get really mad at me for not knowing Spanish. She kept saying, "You should know this, you're Mexican!" I know some things, but we didn't speak Spanish at home.

Tip: Celebrate the correct answers your students give. Don't assume knowledge based on cultural or ethnic heritage.

In some classes, there is a tendency to present information on minorities (alcoholism, poverty, unemployment) that negatively affects the image of minority individuals. People think we are all alcoholics or poor.

Tip: Discuss the power of stereotyping when presenting data which may reflect negatively on a given population.

Spanish name. In addition, some students may have oral communication skills but were not brought up to read or write in Spanish. Some expressed a sense of embarrassment at their inability to speak, read, and write Spanish fluently. These students will face the same challenges as non-Latino students when learning a new language. In language classes, students also report being told that a Castillian Spanish accent (from Spain) is the "correct" one and that their accents are not accurate.

Some students noted that most people think of Mexican Americans as brown-skinned and dark-haired, when in reality there is a variation of physical appearance among Chicano students. Often professors express surprise when someone with a fair complexion and lighter coloring is Chicano or Mexican American. These students are often mistaken for white students and have subsequently encountered jokes about Mexicans or insensitive remarks. One student noted that she frequently has to decide if she will keep blending in and ignore the remark or if she will take the opportunity to educate someone about how the joke is insensitive or racist. If she blends in and avoids a potential confrontation, she feels she is denying her heritage.

Mexican American students at UNL are classified as an underrepresented group and as such have access to resources and support services. They have expressed feeling a sense of invisibility or exclusion from "minority" affairs. This is because issues relating to people of color are often seen as only African American issues, both on campus and in the classroom. They hope that issues involving people of color include more than African American students. Student organizations like MASA, the Mexican American Student Association and LUPAE, Latinos United in Pursuit of Academic Excellence, continue to foster cultural awareness and social support for students on campus and are willing to work with professors seeking information or speakers for their classes or who are willing to mentor students.

Students noted that in class discussions about "American" ideals or nationhood, frequently other students, or even instructors, assume this means European American. Mexican American heritage is often seen as "other" or as "non-American." The sense that the Mexican American student is considered an "alien" or "foreign" in his or her own country is consistent with experience of Mexican American students

Student Comments

I get tired of instructors that assume I don't speak English. I was born in Scottsbluff! Anyway, one time, I almost got mad when it happened again, but the professor apologized and said, "I'm sorry, this must happen to you a lot. This just shows how much I still need to learn." It changed my view of her. I was ready to sign her off but ended up learning a lot in that class.

Tip: Show students you are human! If you've made a mistake, or a faux pas, recognize it and correct it or apologize. Tell students you recognize this is part of the learning process for everyone. You will open up avenues for communication and model behavior conducive to inquiry.

I am sometimes mistaken for white because of my looks. Once when an instructor found out I was Mexican American, he thought I had an insufficient background and invited me to come for extra tutoring. I know he was trying to be helpful, but his assumption really bothered me.

Tip: Invite all students to approach you for extra help. For example, in math, ask them to list their previous courses or background and use this, not race, as a criterion for offering tutoring sessions.

nationally (Garcia, 1995, p.373). "English only" campaigns further fuel the concern that people must lose their language or culture in order to be "Americanized." One student commented that he didn't mind the notion of "English first" as a functional solution, but he thought that "English only" was unwise given the need for bilingual skills in the world economy with its global markets.

Research on Latino/Chicano students and their learning dispositions points to the strength of community and family as a basis for one of the learning styles frequently preferred (Irvine & York, 1995, p. 492). While individual differences exist, researchers found many Chicano students are relational learners. They find value in strategies which provide context for learning, foster group and collaborative work, and connect the course content to the life experience of the learner. Maintaining a sense of connection and trust with a faculty member and high expectations of student achievement are key to facilitating learning (Garcia, p. 383-385).

Finally, students recognized that negative stereotypes about Mexicans permeate the educational and socialization experiences of many professors and of fellow students. They appealed to instructors to challenge those stereotypes when they surface and to further educate themselves about the rich history of the Mexican American heritage.

Contributors: *Tom Sanchez, Sociology; Liz Carranza-Rodriguez, Multicultural Affairs; Juan Tejeda, Artist in Residence, College of Fine and Performing Arts; Marcela Raffaelli, Psychology and Latino and Latin American Studies.*

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Did you know?

Indigenous peoples in the central valley of Mexico were the Mexicas (pronounced "me-shi-cas" in Azteca Nahuatl, the language of the Aztecs). The tumultuous and violent arrival of the Spaniards in the late 1400s and their subsequent mixing with the American Indians produced the mestizo people, with a mixture of Spanish and Indian bloods. In 1821, these mestizo people overthrew the Spanish empire and became the nation of Mexico. The inhabitants of Mexico then became Mexicanos ("me-chi-ca-nos"). The young nation of Mexico was large; and the young nation of the United States, inspired by manifest destiny, was looking for land. People living in what is now Texas were planning a revolution of their own, with the idea of breaking away from Mexico to form their own independent nation. The U.S. took advantage of these feelings and, some say, perpetrated a war against Mexico by stepping in to "help" the Texans liberate themselves from Mexico. The ensuing war between Mexico and the U.S. ended in 1848 with the signing of the Treaty of Guadalupe Hidalgo. Texas, Colorado, Arizona, New Mexico and California became part of the U.S. Those Mexicans who chose to stay in the U.S. began the process of becoming Xicanos, Mexicans in the U.S. So for 150 years, Xicanos (Chicanos) have been Americans.

Useful web sites:

http://www-class.unl.edu/adrp/tejeda - UNL's Artist Diversity Residency Program sponsors this excellent web site on visiting artist Juan Tejeda, with links to other Chicano resources

http://www.pbs.org/chicano/index.html - the PBS documentary ***Chicano!*** web site with excellent historical information and useful timelines; in both Spanish and English.

http://atm-info.com/pathfind.htm This is the Latino Pathfinder Link with many links to Latino art, education, health, business, history, language, film, etc.

http://www.utexas.edu/ftp/pub/cmas/ The University of Texas Center for Mexican American studies web site with useful background on a wide array of issues.

Chapter 7

Native American Students

"Let us put our minds together and see what life we can make for our children." Sitting Bull

In the fall of 1999, UNL identified 90 Native American students, of which 66 are tribally enrolled students, or recognized by the Office of Multicultural Affairs. Some students prefer to be called American Indians, as the term Native American was first used by an anti-immigration group who claimed all Americans born here are "Native" Americans. Others prefer to be identified by their nation or tribal affiliation, because as they feel other identifiers are externally imposed labels. All are used interchangeably in Indian country.

UNL students are primarily Lakota, Winnebago, Omaha, Cheyenne, Sac and Fox, and Cherokee. This is reflective of the major populations in Nebraska and the Plains. About half of these students are urban and half non-urban. Many have ties to the reservation homes of their nation, yet not all live on or near their reservation. Some UNL Cherokee students have ties to the population centers in Oklahoma that were formed as a result of their removal from their traditional communities in the East.

The 1990 Census indicates that a majority (53.7%) of Native Americans in the state of Nebraska identify an urban setting as their primary residence. Of the 5,711 rural Native American residents, most (62%) identify their primary residence as reservation or trust lands. Native Americans represent 0.7 percent of college and university enrollments in the state for the Fall, 1997. They represent 0.5 percent of all Nebraska college graduates. Most students interviewed recognized they were small in number and that their families and communities held out great hopes for their accomplishments.

Student Comments

I had an instructor that understood that I am really walking in two worlds and how very different they are. That helped me know that I could talk to her if I needed to.

I never once heard of Indian authors or theorists in any of my courses. I had to take a separate literature course to learn about Native American authors. What about in the sciences?

Tip: Educate yourself about the contributions of indigenous peoples to your field and include their contributions in your syllabus.

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Student Comments

My history classes seem to reinforce the notion that there were no people here until the Europeans settled here, that we didn't use the land, and that we weren't "civilized" until the missionaries came. This ideology means that we are considered lesser human beings.

Tip: Include non-Western frames of reference as part of the material to be studied. At the time of the arrival of Columbus, for example, there were approximately 15 million indigenous people in North America with unique civilizations. Does your syllabus portray this?

American Indian students have their own cultural heritage of which they are proud: they may speak their own language, have traditional customs and know their own tribal history. Some students may lack this knowledge, and some are in a process of recovering that history. Some have inherited traditional rivalries with other tribes represented on campus--yet UNITE, the student group, strives to bring all Native American students together. Students from reservations, like many other rural students, experience homesickness and difficulty in adapting to the urban environment. In addition, they may be ostracized by the local Native community and have few tribal people to relate to. This may increase a sense of isolation and alienation, particularly if a student has been brought up in traditional ways.

It should be noted that there are over 500 distinct nations and cultures, so attempting to speak about "Native" values is risky. Common errors include "universalization, misrepresentation, and essentialization" of the cultures (Sanchez, Stuckey, & Morris, 1998), yet key principles are central to many of the Native philosophies. These include: interconnectedness; the notion that all are contributing members of society; the seamless role of the sacred; the significance of place; and the acceptance of diversity as a central tenet of life.

Cajete (1993) suggests that teachers of American Indian students need to develop more complex views of their students by understanding phases or "levels" of the acculturation process in which they are found (see **Did you know?** box on page 90). Many students have lived with contradictory messages sent by U.S. government programs in which Indians were historically (and arguably still are) treated as wards while their tribal entities espouse sovereignty and self-determination.

American Indian students report they are often viewed as "disadvantaged." Some students criticized academics who see them as "quaint" or "primitive" or "uncivilized" and who make assumptions about their academic abilities. One student thought that she actually had a "double advantage" of knowing how to live and function in two cultures. "It is tiring to have to translate constantly between the two worlds," she said, "but in the end, I think it will be more valuable in my career than someone who knows just one culture."

All students have their own learning styles through which they learn most readily. Diverse learning styles are found in all groups, yet most students will learn most easily from those found in their own cultural group (Irvine & York, 1995). Gilliland suggests that these general observations regarding the differences between Native American learning styles and what he calls the "suburban-Caucasian" learning styles may provide insight into our students. It should be noted that college students may have developed adaptive strategies for other learning styles depending on their schooling experiences and that this research must be understood in the context of acculturation.

Student Comments

One of my professors was teaching about Native American cultures and she was not Indian. She told the class that her knowledge was limited and she invited elders and tribal representatives to speak. I respected her, not like another White professor who claimed to be an "expert about Indian ways".

Tip: Model ways to conduct research and inquiry with members of cultural groups by inviting their participation.

Diversity in Learning Styles

Suburban-Caucasian Learning Styles	Native American Learning Styles
Well-defined, organized.	Informal atmosphere.
Auditory learner. Prefers verbal instructions, explanations.	Visual learner, prefers demonstrations, illustrations.
Listens to explanations, then learns by trial and error. Wants teacher as consultant.	Observes carefully, then tries when secure in doing so. Wants teacher as model.
Prefers direct instruction. Likes to try new things.	Prefers to be shown. Likes learning through stories, pictures, activities.
Starts with parts, specific facts, and builds toward the whole.	Starts with general principles, holistic, overall view.
Insists on reason, logic, facts, causes.	Accepts intuition, coincidence, feelings, emotion, hunches.
Competes for recognition.	Cooperates and assists.
Task oriented.	Socially-oriented.
Impersonal, formal, structured.	Personal, informal, spontaneous.
Likes discovery approach.	Likes guided approach.
Relies on language for thinking and remembering	Relies on images for thinking and remembering.
Likes talking and writing.	Likes drawing and manipulation.

Source: Gilliland, H. (1992). *Teaching the Native American*, 3rd Edition. Dubuque, IA: Kendall Hunt.

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Student Comments

It is really discouraging to me that people have these stereotypes about my culture and don't seem to believe me when I try and honestly describe and depict who I am and what my family does. A professor once told me, "you must not know much about your own culture" when I disagreed with his description of one of our rituals.

Tip: Acknowledge experiential knowledge and cite sources when interpreting cultural data.

Cornel Pewewardy (1997) suggests the notion of learning environments instead of styles, which emphasize cooperative learning, positive aspects of the culture, contextualized, worthwhile projects that have meaning as opposed to isolated exercises. Suina (1999) also notes that in high context societies with strong cultural foundations, such as most Native American societies, there is often no need for verbal language as there is felt understanding. This, combined with the fact that children are encouraged to listen and not interrupt adults or elders, may result in less verbal expression and response in the classroom. Modeling articulate and elaborate speech as opposed to single word or short answers has particular resonance with Native American students.

Humanistic and holistic approaches of knowledge delivery to Native American students is key. Native American world views emphasize the importance of grasping the 'big picture' before one sets about studying particular things or subjects. Also, the traditional instructional style that encourages one to learn by doing or to be persistent and patient if a task is not accomplished on the first try does not naturally fit with a time-bound notion of learning found in the university.

For example, Davison (1995) found an important component of successful math instruction for Native American students is transforming the learning of mathematics from a purely abstract logical exercise to a subject with a history and applicability to the complex web of life. Course material must be seen as relevant and meaningful or students will avoid the subject and/or not participate fully in the learning process . Native students often perceive mathematicians as calculating, obsessive, sloppy, isolated, and interpersonally out of touch with the real world. This image directly conflicts with attributes of Native Americans values.

Second, learning styles of Native Americans do not fit a time-bound notion of learning. The Native American approach to learning encourages one to learn by doing and admonishes one to be patient if a task at hand is not accomplished on the first try. This may conflict with strategies which require immediate response and feedback.

One cannot assume that each student believes in or follows the values of what some might consider the "typical Indian culture". Most students lie between the traditional Native way and the middle class Anglo way. Joseph Suina (1999) placed students on a continuum from traditional to transitional to assimilated and found that those in the transitional stages more successfully negotiated schooling experiences. Suina highlighted the need for competence and confidence in both the traditional Native world and the Anglo world for students to be successful.

Cultural sensitivity to Native American values and behavior is crucial to successful classroom instruction. Direct eye contact, competitiveness, and boasting about oneself are taboos among most Native American peoples; indeed, to look down or away from an elder or authority figure, like a professor, is a sign of respect. Native American students prefer group-oriented learning environments and view group cooperation and harmony as more important than the success of one individual (Anderson and Stein, 1992).

Students report frustration and annoyance with the preponderance of archaic perceptions about Native Americans. "We are either the noble savages or the blood thirsty heathens," said one student, and it is tiring to constantly have to correct mistaken notions and assert the legitimacy of our heritage. "We are not reflected in the curriculum, so this becomes difficult," said one student.

Some students do not "look Indian" and the misperception of racial identity is a sensitive issue. Some students experience challenges to their authenticity, paticularly Cherokee students and mixed race students. Non-native people who wanted to claim Indian heritage frequently identified themselves as having a "Cherokee princess" as an ancestor.

Students reported that the context of their university studies is critical to a sense of belonging and feeling welcome on the campus. Most indicated that their experience has been rather difficult because of the recent controversy surrounding the human remains of their ancestors. One student noted that it is "an enduring dilemma" and the most egregious example of "how different our cultures are." Some students

Student Comments

One of my TAs was really into the new age religion and kept talking to me about the drumming she does in a park somewhere. She invited me to go with her to a sweat lodge that they were going to do. I was uncomfortable telling her my truthful reaction because she has to give me a grade.

I really want faculty to understand how much this controversy about the remains of our ancestors hurts us. They call them "the bones". I call them "my relatives."

Tip: Be cautious with discussions of personal religious and spiritual practices when appropriation of other traditions is concerned. The unequal power dynamic of teacher/ student interactions requires clarity of expectations.

People think that we are extinct, that after the pioneers came we just disappeared. One teacher said, "Well you did lose the Indian wars, now didn't you?" I responded, "Germany lost their war, but there are still Germans in the world aren't there?"

Tip: Discuss migration and land use patterns in both historical and contemporary contexts. Invite a group of students to identify contemporary issues confronting Native

Did you know?

American people.

Emergent patterns within acculturation research provide new models that extend beyond deficit hypothesis models of earlier work. One model conceptualizes the process of acculturation as occurring on five levels. It allows for a variety of cultural positions and strengths within each one. It does not suggest unidirectional movement. The levels are:

- Traditional - chooses to live in Indian communities, understands tribal customs and speaks native languages; participates in tribal social activities and embraces traditional spirituality or Christianized Indian religions; feels emotionally connected to tribe.
- Transitional - individual exhibits traditional patterns yet has some knowledge of English and white customs; participates in some white social activities, and may choose to live in non-Indian communities.
- Bicultural - individual acts in tribally appropriate ways and in non-white culture; may socialize with both Indian and non-Indian people; may speak his or her native language yet understands white customs and English; feels emotionally connected to the tribe but may not practice traditional spirituality.
- Assimilated - individual does not understand native language nor tribal customs nor feel emotionally connected to tribe; participates in white social activities and chooses to live in non-Indian communities; does not socialize with other Indian people and does not embrace traditional spirituality nor native religions.
- Marginal - individual exhibits little or no adherence to the cultural values of either mainstream or Indian cultures.

Source: Choney, S. K., Berryhil-Paapke, E. & Robbins, R. R. (1995).

indicated they were unsure about whether or not to "trust" an institution that would allow destructive analysis of human remains of their ancestors. Others indicated frustration at what they perceived to be a lack of understanding on the part of other students and faculty. "How would they feel if we went to Wyuka Cemetery and dug up their ancestors?" charged one student who also indicated she had difficulty concentrating on her studies. She, along with several other students, indicated they were constantly asked to explain the controversy and the Native American perspective. One student who attended a national conference was challenged by other Indians to defend "why she went to a grave-robbing institution?"

The students were all actively recruited, yet because their numbers are so low, felt stretched to the limit since Native American issues were so public. Frequently the only American Indian student in their class, they faced constant questions and challenges and were asked to speak for all Indians when, in reality, most did not want to talk about it.

Mistaken perceptions about Native American cultures and spirituality were also a source of annoyance for students. One student reported that a professor inaccurately explained the meaning of a religious ceremony, but the student did not want to contradict him in front of others. Instead he dropped the class, as he did not respect the professor's knowledge. Another student pleaded with faculty not to turn them into "noble savages" or to think of themselves as "saviors" of the Indian students. Both often result in paternalistic treatment that reinforces the notion that a student is incapable.

Another common misperception is that all Native American students receive financial assistance. Federal Indian Education programs are undergoing cuts just as other programs are. Students may have financial assistance but are unable to meet stipulated family contributions required for receiving government assistance; thus, like many students, they need to work and have fewer hours devoted to study.

Contributors: *Helen Long Soldier, Office of Multicultural Affairs and Chair, Nebraska Indian Education Association; Matthew Standing Bear Jones, Curriculum and Instruction*

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Chapter 8

Asian American Students

Asian American students at the University of Nebraska - Lincoln (UNL) navigate a bumpy journey that began long before arriving at the University, and will continue long after leaving. Since their primary developmental years, Asian American students have been confronted with negative stereotypes of their heritage through the media, from generations of Americans fueled by the emotions and xenophobia of WWII, and by misunderstanding of their history as Americans.

UNL students report disconcerting incidents and attitudes toward Asian Americans on campus. Some recognize racist attitudes, yet many are reluctant to label perceived / received injustice as such. According to one Asian American student, oppression is "what our ancestors and those before us went through, back in the old country."

Time spent in college is a formative period, often the time when one's conscience, beliefs, and values are challenged and reinforced. Many students are learning racial and ethnic history for the first time through courses in African American and African Studies, Latino and Latin American Studies, and Native American Studies. Asian American students, on the other hand, do not see themselves reflected in these courses, reinforcing the notion of the Asian American as the "forgotten" minority.

Asian Americans are often not considered a protected or underrepresented minority group at UNL, due to higher enrollment numbers compared to other racial groups within student populations. Indeed, the Asian population minority recruitment program and minority retention services reflect this sentiment by targeting fewer services to Asian American students. It is reflected at the national level and

Student Comments

In one of my big lecture classes, the professor approached an international Asian student before an exam—when it was completely quiet and he had everyone's full attention—and asked her if she wanted to use a dictionary! I was offended FOR her! He singled her out in front of everyone.

Tip: At the beginning of the semester ask all students what they need to learn best in the classroom. Don't single out students publicly.

I only go to office hours when I really need help badly. One of my professors had a mandatory office hour/ meeting for all of us in the class during the first week of the class. We didn't even talk much about (the course subject). We talked about our favorite foods, movies, and our families. I really liked having to do that and getting to know a professor like that.

Asian Americans are ignored as a minority group; we're not seen as a "minority."

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reinforced by policy oversights that contribute to the myth of the "model minority." Pressures to meet and maintain expectations, lack of understanding and offers of assistance by others, as well as the constant battle against racial stereotypes contribute to and are compounded by the model minority myth, which describes Asian Americans as intelligent, docile, and hardworking. Although much research points to these stereotypes as a primary reason behind Asian American success on college campuses (Busto, 1996; Nagasawa and Espinosa, 1992), Asian Americans have at least two cultures influencing them, and the myth tends to become more problematic as generations continue in the United States.

It is imperative to acknowledge the tremendous diversity among Asian Americans. Groups represented among the Asian American students at UNL are Laotion, Hmong, Hawaiian, Samoan, Vietnamese, Cambodian, Thai, Filipino, Japanese, and Chinese, among other groups represented. There are twenty-two subgroups of Asian Americans according to the United States Census Bureau, four of which are broadened categories of "other" or "unspecified." Each ethnicity is unique and must be respected as such. As all races encompass a multiplicity of histories, cultures, and world-views, assumptions should not be made about individuals based on stereotypical preconceived notions that we all hold, consciously or otherwise. Other issues that must be addressed within this diversity of Asian Americans are the histories of interethnic tension, generational gaps and differences, and the bicultural struggle between Asian pride and being "Americanized."

Common concerns shared by Asian American students at UNL include juggling the demands of family and their own expectations, ignorance from others' lack of personal experience and exposure to Asian Americans, and false or extraordinary assumptions associated with all of the above. Many of society's images of Asians oppose the ideals and perspectives taught at the University. For example, the dominant male role within Confucianism conflicts with theories of feminism; the collective effort in business proceedings conflicts with theories of competition/capitalism in America. Ethnocentrism of educators and peers is also an issue of concern to Asian American students. When teachers associate a negative value with differences in comparison with American traditions, it can impact their credibility.

Student Comments

One professor told our class, which had quite a few Asians in it, that his advice to international Asian students with Asian names is "If you want to be successful here, you need to change your name." Asian Americans are seen as international students, so we're treated that way. People assume that we are internationals and therefore have all the same issues as them. A teacher came up to me and complimented me on how well I spoke English. He just assumed that I was from another country. Jeez, I grew up in Grand Island!

Tip: Many Asian American students are second and third generation Americans. Ask your students their background. If students have taken offense from a well-intentioned remark, simply apologize and show you've learned something new.

Learn to pronounce my name. If you learn it, you'll use it.

Tip: Ask your students to teach you how to pronounce their names.

The hardest part is that there are no role models here, few Asians on campus to look up to, no one on the personal level.

Asian American students interviewed shared some common experiences in classes. Educators often mispronounce their names. Every student expressed a preference to be asked the correct pronunciation of their name(s). Mispronunciations are usually not considered offensive. Numerous requests about how to pronounce a name or ignoring a student to avoid saying an Asian name are offensive.

Students indicated professors seek to "break up" self-segregated groups. Self-segregation can be viewed in multiple ways. It is human nature to gather with those with whom you feel comfortable, and it is rarely questioned when a group of Caucasian students congregates. However, depending on the perspective of the observer, society tends to pathologize this behavior by subgroups. Although a broader growth experience could occur if one "branches out," educators must explore their own biases in the identification of grouping as a problem and have clear criteria and instructional goals for separating students.

Class participation varies by individual. Mandatory office hours were generally well-received by the Asian American students interviewed, suggesting that required meetings with the instructor could serve as a gauge and provide a vehicle to increase the student's comfort level in the classroom. Acknowledging generational differences and experiences also proves helpful. For instance, many students spoke of being asked about the Vietnam War. As one stated, "I am only 19 years old, I wasn't there!" Again, educators must explore their own biases and what they want from the students' participation, and guard against the desire for a single individual to be a spokesperson for the Asian American experience or alternative viewpoints. Ultimately, it is the instructor's role to be the educator unless all parties mutually agree to share that role.

A common problem emphasized by Asian American students is being mistaken as an international student. International and non-resident students comprise almost 63% of the Asian student population on this campus. However, the perception that all Asians are foreigners compounds a stereotype continuously confronted by Asian Americans, and does not acknowledge the challenges of balancing two identities. The assumption that all Asian Americans experience a language barrier in the United States feeds this misperception. Language barriers cause great difficulty for

Student Comments

I just wish that teachers wouldn't think that we're all smart, because that puts a lot of pressure on us. Sometimes it is an advantage, but sometimes they assume "She's going to do well, so she doesn't need the help" or something like that. That's another stereotype about Asian Americans–they study all the time, and they should be making good grades, so I don't need to worry about them. I mean, it's a good stereotype, but it [sometimes] does not make it easier to ask for help.

Tip: Don't assume because a student is Asian, he or she doesn't need your time or help. Treat him or her as you would others.

I'm sick of my professors asking me about the Vietnam War. I wasn't even born yet.

Tip: Remember that there's more to the culture and history of Vietnam than the war. Consider asking students to select an aspect of their culture to report on.

It's best when a professor treats you as an individual and wants to get to know you as a person. I like the one-on-one conversations, like in offices hours.

many people including immigrants, but imposing this barrier upon an Asian American without prior evidence can be offensive.

Conversely, many Asian American students expressed a feeling of alliance when witnessing an Asian international student receiving unfair treatment—as though they themselves were the victim of the unjust behavior. As a general rule, students prefer not to be singled out or ignored because of a perceived language barrier, as most people are aware of and sensitive to such treatment.

Asian American students also express the need for more Asian American mentors and role models on this campus. Research has shown that Asian American students "are largely influenced by relationships and external forces" (Yeh and Huang, 1996). According to Fall 1998 data, some 5.2% of the faculty at UNL is of Asian descent; in Fall 1998, less than 1.8% of the UNL staff was Asian. Many students feel that personal support for Asian American students is not comparable to that provided to other students. Although the pressure to succeed is a reality felt by most individuals (internally, familially, socially, etc.), many do not feel they receive support symbolically, verbally, nor through relationships with professionals. Examples given include the lack of professional/advisor involvement in Asian student groups, teacher assumptions about the "model minority," stereotypes, and a sense of invisibility or hypervisibility.

Given the number of factors affecting the students' experiences and world view, it is important to see students as individuals with diverse cultural backgrounds.

Did you know?

The University of Nebraska hosted 100 Nisei (second generation American citizens of Japanese ancestry) students during WWII? After the bombing of Pearl Harbor and the United States' declaration of war against Japan, Executive Order 9066 ordered the detention of 120,000 U.S. citizens and residents of Japanese ancestry, including 75,000 Nisei. Stripped of their possessions and forcibly removed from the West Coast, these American citizens spent the next three and a half years at internment camps.

UNL made a concerted effort to offer educational opportunities to Nisei college students, connect them with host families, and support them after cessation of hostilities.

Nisei alumni expressed their gratitude to UNL in a spring 1999 dedication of the Nisei Plaza on the north side of Kimball Hall. They also established the Nisei Scholarship Fund and the Japanese-American/Asian Fund to support the Collection at Love Library. One Nisei graduate gave a scholarship to recognize outstanding ROTC graduates. A ten-minute documentary program, ***"On Sacred Ground—Nebraska's Nisei,"*** captures their memories of life at UNL during a difficult moment in history. It is available from the TLC Resource Library.

Contributor: *Sandra Kinoshita, M. S. W., Coordinator of Multicultural Program, Athletic Department, UNL*

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Helpful Web Sites:
http: / / multicultural.miningco.com (an excellent comprehensive site)

Student Comments

I don't have the urge to learn more about my Asian-ness while I'm here, maybe later when I'm older. Here, I just want to be a student.

Tip: Students will be at different stages in their own racial identity development and may not be interested in Asian culture.

Ignorance—it's one thing when the professor makes a mistake, acknowledges it, and accepts a correction. It's another story when the professor doesn't want to know the difference or be corrected.

I'd like more interaction with professors (and teaching assistants), and on a personal level—not just answering a question and then go. In classes, people tend to sit with people like themselves. So most Asians sit together. Professors always teach to the Caucasians more, despite there being more Asians in the class and in my major. Professors are more friendly with Caucasian students and afraid to call on us.

Tip: Invite students to give you feedback on your classroom interactions. Make a point to call on various students in each class.

Chapter 9

European American Students

Clearly UNL is a predominately white campus. Of the 22,142 students, ninety percent are of European American heritage (Fall, 1999, Institutional Research and Planning). In all colleges, the majority of the students are European American, as is the majority of the faculty and staff (See Appendices A, D). As with other groups of students, it is not possible to generalize about all European American students at UNL. There is a wide variation among European American students with respect to their own knowledge of their cultural history and immigrant experience. There is also diversity of religious and political belief, learning styles, learning needs, social class and size of their hometown. Forty-five per cent of instate Nebraska UNL students come from areas of a population of 50,000 or more with the remaining students originating in towns of less than 50,000. Approximately fifty-one percent per cent of UNL students come from Douglas, Lancaster and Sarpy counties, which are more metropolitan. In fact, only 28.4% of the total census area population of Nebraska live in communities with populations larger than 250,000 people, 16.3% in areas of 50,000 - 250,000 people. This section will discuss cultural issues and some of the unique challenges presented for rural students and will discuss the notion of whiteness as a norm for many students.

Faculty may be aware that the bulk of immigration to Nebraska in the late 19th and early 20th century was northern European. Germans and Scandinavians are the two biggest groups and the Czech-derived population is the largest per capita of anywhere in the US except Chicago. Germans from Russia are an important and visible group, and then there are smaller numbers of British and Celtic immigrant groups. Additionally, more recent settlement by "Americans" from the East, especially Ohio, Pennsylvania, upstate New York, Indiana, Illinois has shaped Nebraska.

Student Comments

Until I came to UNL, I never met an African-American. The only Blacks I had seen were on television. The first African-American I met was in my small group in education class and I thought she wouldn't do the work. Turns out she thought I couldn't do the work since I was from a tiny school. We both had to undo our prejudices.

Tip: When organizing small groups, encourage students to identify strengths and preferences of each group member in an introductory exercise. Ask groups to debrief their work sessions with you to identify potential problems.

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Student Comments

One of my instructors stated up front that she realized many of us were not used to huge classes and that lectures could be intimidating and she asked us to let her know what we needed. I felt like I could approach her.

Tip: Make learning as active as possible. Assign dyads or groups of three short questions to answer or concepts to define. Break up long lectures with questions or note reviews.

I didn't do very well on a writing assignment and my teacher assumed if we were from a farm that we didn't have any writing ability. "Down on the farm you don't have much to write about, do you?" he said.

Tip: Put-downs are never appropriate. It is misleading to equate students' geographic origin with writing ability. Be explicit about what is expected and share examples of good writing done by other students.

Lynne Ireland of the Nebraska State Historical Society notes that "many white students may define their culture as "American" culture and may see it as rather homogenous, yet they each have particular cultural markers or micro-cultural memberships. The marker isn't race and is probably not an ethnic identification. The cultural affiliations may be occupational (farm or ranch kids), geographic (Sandhills or Panhandle kids) or religious (Catholic or Lutheran kids). They all come out of a series of experiences, understandings, beliefs, expectations, and behaviors that are shared with some group. And even if the cultural marker is trips to shopping malls in Denver, it's still a cultural marker."

She continues, "What I think is necessary is for faculty to be as sensitive and open to diversity as possible, is to recognize that each of their classrooms are filled with individuals who represent a complex accumulation of group identities and affiliations. Sometimes a student responds to a faculty member as an honor student, a student with stress and tension stemming from the family economic struggles with the farm, sometimes as the preacher's kid, sometimes as a popular student and sometimes as a student who was ostracized and teased. Regardless of the culture with which they most strongly identify themselves, they, as other students are behaving and responding from a whole series of affiliations that influence us" (1999).

Rural Students

Geographic origin is an "invisible" form of diversity. For some UNL students, their first year lecture courses may be larger than their high school graduating class. Adjustment from a small community of learners to a much larger school may challenge some students, while others are eager for the change and the anonymity. Rarely do professors know where their students come from without asking them, yet rural students interviewed indicated they experienced stereotypic assumptions about them, particularly during their first year at UNL.

As a Midwestern, largely agricultural state, Nebraskans have become familiar with stereotypic assumptions about rural people. Students interviewed reported that the assumption that rural students are "cowboys", "hicks", "very conservative" and "lack exposure to urban amenities" belie the diversity within the rural population and may lead to mistaken assumptions about their intellectual ability. Just as people in eastern Nebraska relate to the urban areas of Lincoln and Omaha, often people from western Nebraska go to Denver, Colorado and Cheyenne, Wyoming for urban life. With increasing access to the Internet, Nebraska students from smaller towns may be as conversant as are students from urban areas with global issues. One student interviewed noted that faculty should not assume anything about 'outstate' students' sophistication or lack thereof. Because of telecommunications, many students from rural areas have a pretty well developed understanding about urban-suburban life — perhaps much more so than "city kids" who know very little if anything about small town or rural life, simply because it's not portrayed on the news, or in movies. Another honors student noted that even though his small school district had few teachers, they used distance education courses and the Internet extensively to supplement the curriculum and, therefore, was fully prepared to embark on university studies. What rural students do lack is exposure and interaction over time with many students of color and those of diverse ethnic backgrounds. Frequently a town will have one or two families of color or none.

Rural sociologist John Allen cautions that faculty frequently misunderstand a small-town or rural students' silence in the classroom as non responsiveness when the student is really thinking about material. Some rural students may adopt a "wait and see" attitude towards professors. While they may respect the authority of their position, the student seeks confirmation that the faculty member deserves this respect.

Whiteness as Norm

European American students experience the invisibility and hypervisibility that students of color describe, but it is manifested in a different fashion. Invisibility due to the fact that white students on a predominately white campus are seen as the norm. Whiteness is invisible, transparent to those who are white precisely because it is the norm. Whiteness is hypervisible to those who are not white on predominately white campuses because of its pervasiveness.

Students also share the experience of whiteness and the normative value of whiteness should not be underestimated. For example, we do not think of "white writers" or "white engineers", we think of writers and of engineers. Talking

Student Comments

One of my biggest adjustments to UNL was that I actually had to study. High school was easy. Here there is a lot more competition and it's overwhelming.

Tip: Tell your students how to learn best from your class. Provide study aids such as practice exercises, study tips, vocabulary and concept lists.

Honestly, I feel a little intimidated by discussions on diversity or ethnic differences because I really don't know very much about it. I'm afraid to say anything because I might make a stupid remark and then I could be accused of being racist, so I don't say anything. Even my questions might be seen as stupid.

Tip: Hand out 3x5 cards and solicit anonymous questions regarding the discussion. Assure students that no question is "stupid" and that the anonymity provides them the opportunity to ask what is on their mind.

Student Comments

One of my best experiences was with a professor who explained how everyone has a culture. I used to think that only Blacks and Hispanics or people in foreign countries could talk about culture, you know, because it was different. She was the first teacher who had us try and look at ourselvles and our own history. I realized that there was a lot that I didn't know and that I just assumed was normal for everyone. Now I have a better understanding of others too.

Tip: Ask students to bring cultural artifacts to class which characterize who they are. Debrief with a discussion of why the item was selected, what it represents. Follow-up with an assignment in which students write their own cultural history and share with others in the class for small group discussion. Identify similarities and differences in experience.

about whiteness is difficult. As articulated by Reddy (1998) "Being white - unless you are an out and out racist or a highly aware antiracist - generally does not include much consciousness of whiteness as a social signifier, as a state, or a condition of being freighted with meaning". European American students, when asked to discuss issues of cultural identity, frequently state that they have no culture, or that their culture is "American". They often do not think of their immigrant heritage. White is seen as a norm and people of color are seen as "other."

White skin privilege is a concept that was articulated by Peggy MacIntosh (see **Resources for Teaching**) which helps us understand this normative power. This "privilege" is not a social class distinction, but one in which students enjoy the benefit of certain presumptions, she argues, which are based on the fact that they have white skin. These include, often at a subconscious level, the presumption of competence, the presumption of worthiness, and the presumption of innocence (Daye, 1999). This is a particularly difficult notion for many student who have lived in predominately white settings to understand, as they do not feel "privileged" or different because of who they are.

Frequently White students at UNL indicate that they have relatively little experience with students who are non-White. Often media stereotypes frame their understanding of people of color. Fear of "the other" may result from this lack of experience. Harris' (1988) article on media portrayal of African Americans, for example, underscores the sense that whites have skewed notions of blacks, see them as drug pushers and violent criminals which, in turn, helps them to develop a fear of black students.

For many UNL students, particularly those who come from more rural settings, classes and the residence halls provide them their first experiences with students and faculty of color. This experience is changing for many students, as smaller Nebraska communities absorb new immigration from Mexico, Cambodia, Vietnam and Laos. Worker migration and refugee resettlement has increased in recent years in both the metropolitan and non-metropolitan areas.

Stages of White Racial Identity Development

Often racial identity development is discussed when analyzing people of color and their varied relations with the white world. The adaptation of Janet Helm's Black Racial Identity Development Theory attempts to look at white racial identity in relation with an understanding of race. Positive white racial identity involves both the abandonment of racism and the development of a nonracist white identity. In order to do this, she argues, whites must accept their own whiteness, the cultural implications of being white, and define a view of Self as a racial being that does not depend on the perceived superiority of one racial group over another. We include this theory for the purpose of self reflection. Consider these six stages:

1) ***Contact Stage***—Lack of awareness of cultural and institutional racism, and of one's own white privilege. Naive curiosity about or fear of people of color based on stereotypes. I.e., "You don't act like a black person". Limited interactions with people of color. May remain at this stage indefinitely.

2) ***Disintegration***—Interaction with people of color or exposure to new information may lead to an understanding that cultural and institutional racism exist. Ignorance is replaced by the discomfort of guilt, shame, and sometimes anger at the recognition of one's own advantage because of being white and the acknowledgment of the role of whites in the maintenance of a racist system.

3) ***Reintegration***—Societal pressure to accept the status quo may lead the individual from disintegration to reintegration. The desire to be accepted by one's own racial group, in which the overt or covert belief in white superiority is so prevalent, may lead to a reshaping of the person's belief system to be more congruent with an acceptance of racism. May be redirected in the form of fear and anger directed toward people of color who are blamed as the source of discomfort.

4) ***Pseudo-Independent***—Individual is abandoning sense of white superiority, but may still behave in ways that unintentionally perpetuate the system.

5) ***Immersion***—Individual often tries to disavow his or her own whiteness through active affiliation with people of color. Experiences a sense of alienation from other whites who have not yet begun to examine their own racism. Individuals seek to replace racially related myths and stereotypes with accurate information about what it means and has meant to be white in U.S. Society.

6) ***Autonomy***—Internalization of a newly defined sense of oneself as white is the primary task of this stage. Person is energized to confront racism and oppression in his or her daily life. Alliances with people of color can be more easily forged at this stage of development than previously because the person's antiracist behaviors and attitudes will be more consistently expressed. Racial self-actualization and an ongoing process wherein the person is continually open to new information and new ways of thinking about racial and cultural issues.

White students interviewed reported they were confused when they hear of students of color make accusations of racism on campus, seeing racism as merely acts of individual violence and not as something that is also systematic. Ignorance and fear of doing and saying the wrong thing inhibit white students in discussions of race and ethnic identity. One student responded that she felt her curiosity about a faculty member of color was misinterpreted as "racist" when, in her view, she was simply uninformed. Other students indicated that they were criticized or "punished" for being naive and welcomed the chance for further dialogue about race and cross-cultural understanding.

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Chapter 10

International Students

UNL welcomed nearly 1800 international students and scholars from 95 nations in 1998-1999, reflecting a diversity of cultures, races, languages, forms of government, immigration status and educational experiences. Some 234 international students are lawful, permanent residents of the U.S. These students are likely to have received most of their education in their home countries but later came to the United States as immigrants or changed to immigrant status in the U.S. While the largest three groups of students are from China, Malaysia and India, respectively, we have representation from every continent. Most are male, with 448 international women studying at UNL. A single chapter on international students is difficult to write, as they are not a homogenous group; yet they often share similar challenges of adjustment to American life and the American classroom.

UNL has a long tradition of hosting international students. International students often report they feel alien in their classrooms and may experience the syndrome of being singled out by their instructors as foreigners. For example, they may be the only one from another country in the class and may be asked to represent their nation's perspective. Their classmates may ignore them or seem uncomfortable around them because they do not know how to relate to international students. Students report that few people have made an effort to get to know them as individuals, and that they are marginalized, simply for coming from another culture. Others report they experience a sort of paternalism, that well intentioned people try to do things for them rather than assist them in doing for themselves.

Classroom expectations

International students often report that they are surprised that instructors expect active participation in classroom discussion and that participation is often a part of the grade.

Student Comments

One of my professors is always checking to see if I understand everything. I know he means well, but maybe he should ask the other students as well, not just the internationals.

Tip: Check all students' understanding with a quick assessment tool like think-share-pair.

Not all Arabs are terrorists. I wish people understood the beauty of my culture and more about its contributions to the world.

Tip: During an office visit, ask the student about his or her culture.

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Student Comments

It's very frustrating when Americans assume what they are doing in the world is always right. I had a professor boast that the U.S. was "bombing the hell out of Iraq". I am from Iraq and that period was very, very sad for us. The situation is much more complicated than people here think. I expected the professor to be better informed.

Tip: When incidents occur that affect international students, stop them after class and express concern. Be aware that different opinions exist.

I am astonished at how little most Nebraskans know about the rest of the world. I would be happy to share my understandings, but most don't want to hear it.

Since many students come from educational systems where lecture-style is valued over interactive classroom discussions, they may require a period of adjustment. Expressing opinions may be "particularly difficult for students who have been acculturated to de-emphasize individualism in the interest of group harmony, and for students who come from cultures in which it is not only customary to defer to a teacher but also wholly inappropriate to comment on or question a teacher's remarks" (Office of International Affairs,1997).

Faculty should recall that international students will not automatically have an understanding of what is required of them in an American class. International Affairs conducts helpful orientations to UNL and to the American classroom. This information, from the IA web site, points to the areas of concern for most international students.

UNL international student orientation to U.S. classroom expectations

Role playing, small group work, oral presentations, and spirited discussion are just some of the in-class activities expected of students by many UNL professors. For students accustomed to a more formal lecture style of instruction, the change can be a challenge. How then does the U.S. system work? What exactly might be asked of students?

Each teacher has his or her own style of teaching, and students need to identify early which style a particular teacher is going to use. Some teachers may use the "I speak, you listen" type lecture to give information to students. However, many teachers at UNL call on the student to participate in class, even in lecture classes.

Discussion is a cornerstone of the U.S. educational system. It is a two-way activity; both the instructor and student must interact. Students need to generate ideas, offer examples, apply concepts, and ask questions. In a good discussion, the students and instructor have to maintain open minds. The U.S. education system strives to develop critical thinkers. One does not have to agree with every statement the professor makes, and all comments by a professor are open to discussion. Respect plays an essential role in the system; student and teacher can respectfully disagree.

Such disagreement might seem risky and perhaps it is, but a free exchange of ideas is at the heart of American higher education. Professors can give students basic information from many different perspectives; then students must take that information and develop their own perspectives.

Professors may also ask students to take more active roles in class. For example, dividing the class into smaller groups to carry out assignments is a popular method of instruction. American-trained teachers use small groups to help create a responsible, constructive, and helpful class environment so students will feel free to exchange ideas.

Specifically, teachers might ask students to use the small group structure to solve a problem; carry out class work in cooperation with others (students will often then have to present a group report to the whole class); "role play," which means to put oneself into another role such as mother, professor, or administrator and then act out a situation from that new perspective.

Role playing is a learning technique most American students are very familiar with, as it is widely used at all levels of class instruction. Role playing helps people learn to see a problem or situation from another's point of view.

Students often find working in small groups frustrating—it's not an easy task. Some students might not be working as hard as others (or not working at all!), some students might refuse to listen constructively to what others have to say. Usually, however, honest but non-hostile communication within the group can get the group working productively.

In addition to class discussions and small group work, students will most likely be called on to give short speeches, prepare more formal presentations (often using visual aids), and take part in panel discussions in front of the class.

Instructors should encourage international students to offer their own examples in class. U.S. students need to hear their perspectives and unique experiences. Too often students will hear the examples others are offering and con-

Student Comments

When I hear generalizations in class, I'll raise my hand and say "That may be true here, but it's not the case in my country." The students will say, "Why do you keep bringing up your country, we're in the US." Students don't see the relevance of a global perspective, and it's up to the professor to step in and reinforce this need.

Tip: Ask students to identify three reasons why a global perspective is important to their future.

In my English class they work together in groups. It's a little strange for me because in China we don't do that. I really didn't know what I should do in the group and how we were going to be graded. I would come up with ideas, but they just ignored me.

Tip: Provide groups with concrete guidelines about roles and expectations.

clude, "Oh, but mine are nothing like that," and then remain silent. This may be misunderstood as non-cooperation. Encourage all students to take the initiative and speak out.

Communication

Some students report that instructors assume they cannot communicate effectively in English when they do not speak up. Although this may be a logical assumption, in reality many students come from cultures where silence is as valid a form of communication as is speaking and they don't feel a need to remark. Additionally, international students note that Americans frequently think they have nothing valid to say if their accent is heavy or difficult to understand. Lack of patience in communication was a key frustration for several students interviewed. While some feared making mistakes in class, others hoped that instructors would intervene when other students ignored them or belittled their remarks.

Some international students may be quite demonstrative in their displays of respect for a professor or expect a more formal relationship with a professor than is common in the U.S. Recognize these as cultural differences and, if you are uncomfortable, call upon international student advisers to help you discern appropriate responses.

Instructors should:

- Encourage all students to express their opinions.
- Assure that international students are being included in small group work.
- Monitor student interactions, suggesting patience with diverse perspectives, modes of communication, and accents.
- Pay attention to gender differences or attitudes that may inhibit successful group interaction. In some cultures, male students may have had little experience with assertive female leadership.
- Invite discussion about the differences between educational experiences and offer tips on how to succeed in your course.

Culture shock

Many international students experience culture shock, as do U.S. students when they study overseas. Often the stress of adjustment to a new situation is overlooked and may affect classroom interactions and academic work. Understanding basic elements of culture shock is useful for instructors of international students, particularly those who are recent arrivals.

Culture Shock

Culture shock is a type of homesickness. The term refers to the stresses and strains that accumulate from being forced to meet one's everyday needs (e.g. language, climate, food, cleanliness, companionship) in unfamiliar ways. Some symptoms of culture shock are: frustration, mental fatigue, disorientation about how to work with and relate to others, boredom, lack of motivation, and sometimes physical discomfort.

When students leave home and all the things that are familiar, they encounter many new and confusing situations. Some of the differences between life at home and life in a new place are obvious: language, climate, religion, food, educational system, absence of family and close ties. Other differences are not as obvious: how students relate to teachers; how people make decisions; how people spend their leisure time; how people resolve conflicts; how people express feelings and emotions; meanings of hand, face and body movements.

These differences cause feelings of uncertainty and anxiety:

- "Am I speaking properly?"
- "Will I be a successful student?"
- "Will I find friends?"
- "Should I discuss my personal beliefs or my political opinions?"
- "What does it mean when someone looks directly into my eyes?"
- "Should I trust this friendly stranger?"

All these uncertainties, and more, are confusing. International students may feel that they don't know what to do in certain situations. In their home countries, they probably did not think about these things because they knew what to do and what to expect. They understood "the rules" and "the signs." This confusion should not be interpreted as a sign of intellectual weakness nor should instructors assume that the student is incapable of doing coursework.

One's body and mind may react in unusual ways to the stress and confusion of living in a new culture. Some of the reactions experienced may be: feeling isolated or alone; sleeping too much or tiring easily; finding it difficult to sleep; suffering body pains, especially in the head, neck, back and stomach; wanting to return home; feeling angry toward local people.

These reactions are normal. The student is not ill. It is a temporary situation for people who are adjusting to life in a new environment. Students who may be suffering from symptoms of culture shock should be encouraged to go to the International Affairs Office where they may discuss this in privacy with an advisor. Refer them to the International Affairs web site for tips on making a successful transition to living in a new culture. ***http://www.iaffairs.unl.edu/foreign_students/cshock.html***

International Affairs Programs of Note

Further information about each of these programs is available in International Affairs (IA), 420 University Terrace, UNL, 472-5358.

International Student Organization (ISO)

The International Student Organization (ISO) represents all foreign students on campus. Foreign student participation is encouraged. Each year the ISO organizes an International Bazaar and many other social activities which bring foreign students and U.S. students together.

English Conversation Partners

The English Conversation Partners Program, sponsored by International Affairs, matches interested individual foreign students with American conversation partners. In this informal arrangement student partners agree to meet regularly each week of a semester for one hour of English conversation and mutual education about each other's country and culture.

Country Contacts

UNL foreign students are asked to serve as "ambassadors" of their home countries by signing a permission form in the I.A. office, authorizing I.A. staff to provide the students' names when a legitimate request is received for someone knowledgeable about a specific country. Requests come from new students, local schools and organizations, and people wanting to meet someone from a particular country.

Mayor's Committee for International Friendship

This local committee hosts many official international visitors to the United States who come for short stays in Lincoln. Occasionally, a member of the committee will invite students from a visitor's home country to meet with the visitor.

Lincoln Friends of Foreign Students

This local organization matches interested foreign students with Lincoln citizens who serve as special friends, inviting students for occasional meals, family outings, and social activities. By joining, students get to know people in the community and American life.

Web site addresses:

www.nafsa.org The National Association of Foreign Student Affairs

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Chapter 11

Gay, Lesbian, Bisexual and Transgender Students

Sexual orientation is one of the sources of "invisible" diversity in the classroom. This invisibility brings with it particular pressures for the students involved. A gay man or a lesbian woman must constantly negotiate whether or not to "come out" (let people know about their sexual orientation) to the class, and each choice presents them with specific challenges. Transgendered and bisexual students experience many of the same challenges in the classroom that gay and lesbian students experience, yet their identity is less understood. Transgender describes a person whose internal sense of gender doesn't match the gender identity that society expects of them based on their physical make-up. Gender identity is not the same as sexual orientation. Bisexual describes a person whose sexual orientation, attraction to other people, is both to the same and the opposite sex. In this chapter, we will refer to them collectively as GLBT students. Is the classroom a safe environment in which they are comfortable being who they are? Or must they create a persona that fits the heterosexual norm?

Some students interviewed indicated they had developed the ability to hide their "true selves" while in the academic setting because they do not want to risk unfair judgments from students or professors. This puts them in the position of having to deny aspects of their lives that are central to their identity. Topics of daily conversation among college students, such as how they plan to spend the weekend, whom they are dating, what their parents think of their boyfriend or girlfriend, and experiences in high school, may assume heterosexuality. GLBT students report a dissonance between allowing those assumptions to hold and being open about who they are.

Student Comments

Examples in class always presume a heterosexual orientation. I'm used to having instructors assume everyone wants a wife or a husband. It doesn't bother me too much, just shows how much I don't fit in.

Little things can make a big difference, like in my Foundations class, the professor included gay and lesbian speakers in the announcements, just like other announcements. His matter-of-fact manner sent a strong message that we were included.

Tip: Using inclusive language and examples is a relatively easy way to acknowledge the diversity among your students and send a signal they are recognized.

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Student Comments

I hope that instructors begin to use the word orientation and not preference. This is how I am, not a choice I made like I was picking which kind of car to buy.

Tip: Study the American Psychological Association findings on homosexuality, summaries of which are available at the TLC Resource Library and Counseling and Psychological Services.

A teacher told me that she had never met a gay person before she met me. I told her that she probably has, but didn't realize it. I felt like I was her own little case study, satisfying her curiosity. It's OK, I guess, she was nice and trying to be honest that I made her uncomfortable, but it was a little tiring.

I was very upset when human sexuality came up and the professor taught about gays, lesbians and pedophiles together! It was poor research; it made me not trust anything else he taught.

Tip: Help students develop tools to critically evaluate research sources. Use a jigsaw exercise in which each student reads one source, then shares findings with others. Compare and contrast sources.

If a student decides to "come out" to the class, he or she may face open hostility in class, in group work, and outside of class. Snickers, overtly homophobic remarks, and expressions of distaste for these students are still widely condoned in the classroom. These comments and the response of the instructor occur at a time when the student may be struggling with his or her sexual orientation. Students may look to the instructor to set an open tone. Frequently professors will ignore such comments either due to their own feelings of discomfort with GLBT students or their lack of awareness about how to effectively intervene.

Homophobic statements or actions in class may occur more often in the humanities classes such as English, psychology, sociology, anthropology, political science, family sciences, or foreign languages because students are often encouraged to discuss their personal responses to controversial topics in these classes. However, even in science, engineering or math courses, informal conversation among students working together may give rise to potentially hurtful comments. Derogatory comments made by peers or instructors can make work with those persons very difficult for GLBT students and send the message they are not welcome as a member of the group or class. This in turn may affect the student's ability to absorb course content and function well academically.

Ground rules for civil discussions and group work are an important aspect of all classes to avoid stressful interactions. Courses that encourage personal disclosure must be particularly sensitive to the needs of GLBT students as they may be at different levels of comfort with their own sexuality. Besner and Spungen (1995) offer specific advice for instructors whose students disclose their orientation for the first time (see next page). Be clear and specific about confidentiality in journal writing assignments and whether or not information from journals will be shared with the entire class.

A student may discuss his/her sexual orientation with a faculty member, but not be "out" to the class. Confidentiality must be maintained, even when direct questions from colleagues and other students surface about a student. Ask yourself "Is it my story to tell?" Only the student can judge the risks involved in sharing this identity, never the faculty member. Ask your students to guide you about what is public information and what is not. Some students reported negative experiences when they were inadvertently "outed" by well-meaning faculty members who were seeking their perspectives. The UNL Committee on Gay, Lesbian, Bisexual, and Transgender Concerns provides useful information to those seeking information on GLBT lives and further understanding of these issues.

How should you respond to a student who approaches you to discuss sexual identity?

Besner and Spungin (1995) offer the following guidelines:

- Do not act surprised when someone comes out to you. They have decided that you can be trusted.
- Deal with students' feelings first. Most gay and lesbian people who are just coming out feel alone, afraid, and guilty. You can help by listening and allowing them to unburden themselves.
- Be supportive. Explain that many people have struggled with homosexuality. Acknowledge that dealing with one's sexuality is difficult.
- Keep the door open for further conversations and assistance.
- Use non judgmental, all-inclusive language in your discussion. Pay attention to verbal and nonverbal cues from the students. Do not label or categorize.
- Respect confidentiality.
- Reexamine your own biases so as to remain a neutral source of information and support.
- Know when and where to seek help. Know the referral agencies and counselors on campus and in your area.

Besner and Spungin add that the most important thing to remember is to "accept the individual as a total human being–do not limit your interest to his or her sexual orientation."

As in the case when any student discloses private information or struggles that are outside the framework of teaching and learning and require counseling intervention, faculty need to make appropriate referrals in a sensitive manner. Encourage GLBT students to participate in GLBT Resource Center discussion groups or to consult with the Counseling and Psychological Services Office, where appropriate and understanding intervention is available. However, just because someone discloses they are gay does not mean they are in need of counseling. Students report that this is a frequent reaction, which further stigmatizes them in the eyes of others.

Students also expressed concern about the assumption that GLBT students were not religious nor spiritual. Religious denominations in the U.S. reflect a societal continuum of acceptance of gays and lesbians, from outright condemnation to ordination of ministers and declarations of accepting congregations. Many GLBT students do practice their faith and lead an active spiritual life.

Finally, it is important to realize how invisible this kind of diversity is, and that there will likely be a number of gay or lesbian students in your classes, of which you will never be aware. By setting a comfortable tone for all students, using acceptable terms when referring to GLBT issues, and responding to homophobic and derogatory remarks when they occur, your class will be less threatening for GLBT students and a more comfortable atmosphere for all.

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Being an Ally

Simply put, an ally is an advocate and supporter of gay/lesbian/bisexual people. Allies are not made overnight. Patience as well as a healthy sense of humor are necessary characteristics of allies. The following checklist (source unknown) offers a few ways to support gay/lesbian/bisexual people.

How to Offer Support to Lesbian/Gay/Bisexual Persons

- Work on reducing your own homophobia.
- Educate yourself.
- Find ways to let people know that you are safe to talk to (if you are).
- Know your limits-Am I able to handle this? Am I the best person to talk with?
- Respect confidentiality. Don't come out for anyone else.
- Don't assume everyone is heterosexual.
- Pay attention to the way you phrase questions or statements which may exclude gay/lesbian bisexual persons.
- Confront heterosexism, racism, and sexism, (as well as any other "isms") so we can all start to feel safe.

When a Person Tells You He/She is Gay, as an Ally, You Should Try to Remember...

The person has most likely spent many hours preparing to come out to you and is sharing this information with you with an understanding that there is risk involved. He/she also understands that the risk of rejection is always possible.

There is no way for the gay person to predict your reaction accurately. Despite all signs you may have given that you are an ally, the gay person has no way of knowing in advance if you will be able to put aside years of conditioning and respond spontaneously and gratefully to such an intimate offer of self.

It is important for you to remember that the person who comes out to you has not changed. He/she is still the same person you knew before he/she came out. Be sure not to let the surprise you may feel lead you to view the gay person as suddenly different or bad. You now know that this person can care for someone of the same gender; therefore, you have no reason to believe that this person is suddenly morally depraved or emotionally unbalanced.

It is also important not to ask questions that would have been considered rude within the relationship before the disclosure. This person has the same sensibilities as he/she did before coming out to you. However, you may want to ask a few questions to help you get a better understanding of the person's individual situation, such as:

1.) How long have you known you were gay?
2.) Has it been hard for you to carry this secret?
3.) Is there some way I can help you?
4.) Have I ever unknowingly offended you?

If you suspect that someone you know is gay, and he/she has not told you, appreciate the fear and anxiety that inhibit such a disclosure. All you can do, usually, is to make it openly known that you are an ally. Actions speak louder than words, however. Gay friends and gay-oriented reading material in your home do more than announcements of pro-gay feelings, which can often sound phony. Patience is the key to being an ally, as it is up to the person who is gay to set the parameters of an ally relationship.

Source: From *Loving Someone Gay*, by Donald H. Clark (Berkeley, CA: Celestial Arts, 1977)

Suggestions for Bias-free Communication about Sexual Orientation

[In response to a request for information about preferred usage, we offer the following guidelines. Please note that there is no universal agreement about these suggestions.]

- The term *sexual orientation* is preferred. Avoid using (1) *sexual preference, sexual persuasion, sexual choice;* and (2) *sexual identity, sexuality, lifestyle.* While we may choose to engage in a particular sexual behavior, (1) *sexual preference, sexual persuasion,* and *sexual choice* may be understood to imply that each of us can rationally choose to be erotically attracted to one or the other gender or both and that the attraction will then occur. (2) The terms *sexual identity, sexuality* and *life style* include many elements in addition to sexual orientation.

- In general, use the nouns *lesbian/lesbians, gay man/gay men, bisexual woman/women, bisexual man/men, bisexual persons/people.* While some homosexual women prefer the term *lesbian woman/women,* or the term *gay/gays,* or *gay woman/women,* it is often unclear whether the use of *gay/s* is meant to refer to (a) gay man / men, (a) lesbian / lesbians, or to (a) person / persons of both genders. Therefore, the use of *gay* can render lesbians invisible, whether or not it is meant to do so. Similarly, avoid using the term *gay* as a noun (see following paragraph.)

- Avoid using the term *homosexual/homosexuals* as a noun: it is experienced by many as clinical-sounding. For that reason, avoid using it as an adjective in any context other than clinical or legal. Use the nouns *lesbian, gay male, bisexual.*

- Note also that, while *homosexual* refers to a sexual attraction toward members of one's own sex/gender, it is mistakenly believed by some to refer to only gay men. The Greek adjective, *homo,* means *same,* the Latin noun *homo* means *a man.*

- The term *queer,* sometimes used to refer to lesbians, gay men, bisexual people of both sexes/genders, transgendered people, androgynous people, etc. is in somewhat common usage among the individuals to whom the term *queer* may refer, as some seek to reclaim the term from negative use.

- The term *straight/s,* sometimes used to refer to heterosexual people, is in some cases heard as implying a conservative mind-set. The term *het/s,* sometimes used, has not come into common parlance.

- The terms *partner, significant other, spouse* are preferable to *wife, husband.* Use these terms when appropriate. For example, "Are you and your spouse [or partner] going to the office party?" Such usage allows for the possibility that the person addressed is in either a same-sex or an other-sex relationship, when you do not know the nature of the relationship.

- Many people believe that committed same-sex relationships should be capable of recognition as legal marriages bringing advantages equivalent to those enjoyed by a legally-married other-sex couple. This matter is being addressed by the courts.

Source: Adapted from Office of Equity & Diversity Services, HR/AA, Univ. of Michigan. 4005 Wolverine Tower Ann Arbor MI 48109-1281.

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Student Comments

Whenever something about gays or lesbians is mentioned, there are ooooh's or giggles and snickers. I expect the teacher to ask the students to at least have respect for everyone and to point out that those are signs of disrespect.

Tip: At the beginning of the semester, ask students to generate elements of respectful discussions. Refer to these when disrespect surfaces.

There are a number of professors here who really do care. I had a straight instructor who did an exercise with the class which simulated how silenced gays feel when they are not out nor open to the class. It just took 15 minutes, but it opened up discussion after someone had made a homophobic remark. It was very effective because she didn't just clamp down on the student, but turned the ugly remark into a strong experience for everyone.

Tip: Turn disparaging remarks into teachable moments. Experiential learning strategies to teach about homophobia are cited in the resources.

If you are gay or bisexual, you are still a person with hopes, goals and things you want to learn. It is not the only aspect of my life.

I was having trouble in my relationship and it was affecting my grades. I went to a professor, but lied about who my significant other was because I didn't know if he was homophobic or not. You learn not to go into specifics with professors.

Tip: Indicate to your students that you understand social life and relationships may have an impact on coursework. Note that GLBT students experience the same relationship challenges, often with added social stigma. Help them develop a strategy for successful completion of the course and, if necessary, encourage them to speak to a counselor at CAPS or GLBT.

I had a science class where the instructor told fag jokes before he started the class. I really shouldn't have to wade through his personal crap to get to my coursework. I needed that class or I would have dropped. It's irritating because I paid the same money as straight people for that class.

Tip: Humor at the expense of any group of students or individuals is an inappropriate introduction to course content. Consider alternative warm-up exercises which review key points from the previous lecture.

You know when you have an African American in your class, how many white men, how many women, but you can't ever tell what people's sexual orientation is. We are a hidden minority.

I had a professor who always used the term "partner" when referring to one's mate. She said, 'Well I don't want to assume anything' and then went on with the lecture. That was nice to hear.

Why is it that when we are included in course work it's as someone with AIDS? It is as if that is the only way to think about us.

Tip: Inventory your course content to assure multifaceted contributions of gay and lesbian people. Seek assistance from the GLBT Resource Center if you need information. When discussing HIV/AIDS, include heterosexuals.

Contributors: *Members of the UNL Gay, Lesbian, Bisexual and Transgender Concerns Committee*

Sources:

Besner, H. F. & Spungin, C. I. (1995). *Gay and lesbian students: Understanding their needs.* Washington D. C., Taylor & Francis.

Clark, D. H. (1977). *Loving someone gay.* Berkeley: Celestial Arts.

Toy, James. (1998). *Suggestions for bias-free communication about sexual orientation.* Ann Arbor: University of Michigan Office of Equity and Diversity Services.

Chapter 12

Students with Diverse Religious Beliefs

The diversity of UNL's student body includes a diversity of religious beliefs. Many international students come from countries that are not predominately Christian. American students also carry beliefs that reflect the diversity of world religions, although those of the Christian faith are still the majority. Within the Christian faith, there is also a vast diversity among the students. UNL Campus Ministries receives information from students who voluntarily fill out a religious preference card as entering first year students, but statistics on the general student population are not kept. They may be inferred from the 1998 Omnibus Survey conducted for the Office of Student Affairs.

Of the representative sample of students (N=458), nearly 30% of the respondents are Catholic, nearly 20% are Lutheran, 12% Methodist, 4.4% Baptist, 1.5% Episcopal, nearly 2% Protestant, and 7.6% identified as holding other Christian faiths. Less than 1% of the students are Buddhist, Eastern Orthodox, Jewish, Mormon, Seventh Day Adventist, United Church of Christ, agnostic or atheist. Some 7% of the students identified other religions, such as Muslim or Hindu, while nearly 10% did not identify a religion or claimed none.

Because of the religious diversity that exists within society and the fact that many students hold strong religious beliefs, religion and religious arguments may surface in any class discussion. By encouraging students to use the opportunity to learn about varied beliefs and perspectives, you can engender a sense of respect without unnecessarily alienating students or allowing certain students to attempt to proselytize. Criticizing the beliefs and practices of a religion when it is not important to the content of the course can unnecessarily alienate students. Pointing out students

Student Comments

In one of my classes, we always bring food to share. I didn't eat once when it was during Ramadan. In my Muslim tradition, we fast for the month of Ramadan. I didn't mind others eating, but the TA kept urging me to try just a little, like I was a child who needed to try new experiences.

I was the only Jew in my Political Science class and when the subject of Israel came up, everyone turned around to see what I thought. I don't mind sharing my opinion, but there are really diverse views. I can't be the spokesperson for all the Jews.

Tip: Ask your class to research divergent opinions within the Jewish community or Israel. Include various perspectives. If a student with particular experience or beliefs wishes to share them, let it be voluntary.

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who dress according to requirements of a religious faith singles them out as different, underscoring their "otherness" with respect to a norm and may be an alienating factor.

When religious practices and beliefs are central to the curriculum of a course, whether literature, philosophy, anthropology, it may be that a critique of a religious practice is offered or even necessary. Students report that it is helpful when professors show respect for the holder of a belief and indicate that the focus is on the practice.

Key components of religious belief are values and faith. It is useful to point out to students that there are many religious values and truths that cannot be proven by science and logic and that there is a difference between faith and proof. Since the dominant discourse of the university is that of science and logic, certain articles of religious faiths may seem contradictory or illogical, yet not affect the religious truth of the articles of faith.

Students who are not Christian do note that there is a presumption of Christianity which pervades thinking. Our official university holidays are centered around Christian holidays, for example. Non-Christians may celebrate significant holidays and observe important holy days that are not reflected in the university calendar. Accommodating non-Christian students who have missed assignments, exams or discussions due to religious commitments will help them not to have to pick between academic success and their religion.

Many non-Christian religious holidays vary from year to year. Christians use the Gregorian Calendar, which is the official calender in the U.S. However Muslims, Jews, Buddhists, and Hindus have their own calendars from which to calculate their religious holidays.

Christian Holidays

Christmas:
December 25, Jesus' birthday.

Holy Thursday:
Thursday before Easter Sunday, Commemoration of the Last Supper.

Student Comments

I was very troubled by a class where we were studying gay and lesbian literature. My religious faith defines this as a sin, so I told the professor that I wouldn't read those books. He told me that I did not have to remain in the class, but if I did, I needed to read the books and understand them as reflections of people's experiences, and to critique them. He also said, he respected my beliefs and was not asking me to change them, but that college is a time to learn about things we don't know about and that he hoped I would stay in the class and learn. He understood that this was hard for me and was open about my perspectives.

Tip: By clarifying the objectives of components of the course, you help students understand the purpose of selected material and activities.

One of my professors scheduled a report during Rosh Hashanah. This is a very important time for my family. She was understanding and rearranged the schedule so I wouldn't miss.

Tip: Schedule testing, reports, and papers for non-holiday times. Be flexible with students whose faith places demands on their activity.

Good Friday:
Friday before Easter Sunday, Anniversary of Crucifixion.

Easter:
First Sunday after the first full moon following the vernal equinox, March 21.

Note: **It is unlikely that any student would need to be excused for Ash Wednesday or Holy Thursday. Many individuals take Good Friday as a holiday although sometimes Easter weekend includes Easter Monday rather than Good Friday. The other holidays listed are usually already official holidays.**

Jewish Holidays

Rosh Hashanah:
September-October: This is the Jewish New Year marking the beginning of the 10 days of Judgement. Considered a High Holiday.

Yom Kippur:
September-October: Day of Atonement, marks the end of 10 Days of Judgement. Considered a High Holiday, the holiest day of the year.

Hanukkah:
Beginning of December. Marks the military victory of the Maccabees, the first Jews to fight for their religion.

Passover:
March/April: coincides with Easter, since Jesus' trial and crucifixion took place during the seven days of Passover. Passover marks the Exodus of the Jews from Egypt.

Note: Yom Kippur is the holiest day of the year for Jewish students, so you should make every effort to excuse students from your class on that day and to give them the opportunity to make up any missed work. Students might fast on Yom Kippur, even if they do come to class.

Jewish Holidays start at sundown the evening before the day of the holiday. Sabbath starts at sundown on Friday evening. Yom Kippur services start at sundown on the day before Yom Kippur.

Student Comments

We had a debate get out of hand in class between a fundamentalist Christian student and another student who said he was agnostic. Both thought they were right, it got heated and the instructor just called it off saying everyone has a right to their own beliefs. I didn't get the point of it.

Tip: Develop a critical thinking exercise that identifies beliefs and truths, basis for the belief, sources of information valued, and evidence or countervailing arguments that refute or counters the belief. Ask students who adhere rigidly to a point of view to research the arguments against it. Ask those who adhere to a particular faith to research another faith.

In a lecture, a professor referred to a politician and said, "Well he's a Mormon, what do you expect?" I actually don't know anything about Mormons! But I could tell it was meant to be a put-down.

Tip: Accurately describe influences and beliefs that may influence someone's opinions or views in a descriptive, non-disparaging manner.

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Muslim Holidays

Ramadan:
A month of fasting to celebrate the 9th month of the Muslim calender in which the Qur'an was revealed. Students may fast during the day for the month of Ramadan, even if they come to class.

Eid-ul-fitr:
Last day of Ramadan.

Eid-ul-abza:
End of the "hajj" or pilgrimage to Mecca. Commemorates Abraham's willingness to sacrifice Isaac and takes place in the last month of the Muslim calendar year.

Eid-ul-maulid-in-nabiy:
The prophet Mohammed's birthday.

Other Religions

There are several special religious holidays for Buddhist, Hindu and Bahaii students and people of other faiths. Students may request special consideration to observe these holidays.

Suggestions for Your Classroom

- **Assume that some of your students are non-Christians.**
- **Accommodate students' important religious holidays; allow for them in your syllabus planning and a make-up schedule.**
- **Critique a religion or religious belief only if such criticism is important to course material.**
- **When such criticism is necessary to the course, use a tone and choice of words that show respect for those who hold such beliefs or practice that religion.**
- **When discussing religious issues, distinguish between faith and proof.**
- **Assume each student had his or her specific beliefs and rituals, and cannot "speak for" an entire religion.**

Contributors: *Rev. Melissa Finlaw Draper, Campus Minister, United Ministries in Higher Education; Sri Mayasandra, International Student Advisor, Office of International Affairs, UNL*

Source: Classroom suggestions and other material presented throughout this chapter were adapted from: Loevinger, N. (1994). *Teaching a diverse student body: Practical strategies for enhancing our student's learning.* Charlottesville, VA: University of Virginia Teaching Resource Center.

Student Comments

We had a group member use the Bible as her source of information for her part of our group paper and the rest of us didn't think that was appropriate. She insisted and we were graded down for it.

Tip: Be clear about what source material may be consulted in group projects. Clarify if you allow religious text to be cited as a source of factual information. Some professors may allow citation of the text as an interpretive source, and require two or three other sources as well.

Not all Muslims are terrorists or fanatics. I've been told not to get too excited or argue in class because people will think I'm a fanatic.

Chapter 13

Students with Special Physical or Learning Disabilities

In the past, many people went through their entire lives with little or no opportunity to go to school or work with people with disabilities. However, with the advent of laws such as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, people with disabilities have been able to actively participate in all aspects of life. The number of students with disabilities entering colleges and universities has increased over 800% in the last ten years. Despite the increase, many faculty members have had limited opportunities to work with a variety of students with disabilities.

The University of Nebraska-Lincoln (UNL) takes pride in its diverse population and is committed to providing all students the opportunity to take full advantage of its programs and facilities. In keeping with this philosophy, the University strives to eliminate architectural and programmatic barriers that prevent qualified students with disabilities from obtaining a university education. Services are offered through the Services for Students with Disabilities Office (132 Canfield Administration Building, 472-3787) and the Accommodation Resource Center (125 Mabel Lee Hall, 472-5852) to promote and facilitate the integration of students with disabilities into the mainstream of university academic life.

When working with students with disabilities, keep in mind the following suggestions:

- **Be generous with yourself.** Admit that the uneasiness you feel is your problem and realize that it will pass with time and exposure. Eventually, you will come to see the person, not the disability. In addition, you have no obligation to like all students with disabilities or to believe that students with disabilities are always pleasant, understanding or patient.

Student Comments

I had one professor that would never look at me or hand me anything when she was distributing materials in the classroom. I would be sitting in my wheelchair not ten feet from her but she never seemed to see me. When I dropped the course because I was so uncomfortable, she told the registrar that she hadn't had a student using a wheelchair in her course.

Tip: Speak directly to all students. At the beginning of the semester, ask students how they would like you to interact with them in class. Don't make assumptions about their abilities.

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Student Comments

We know when we get "gimp" grades. When the professor feels sorry for us because we are disabled. I know how much I have learned in a course and I hate "gimp" grades because they make me feel like the professor doesn't want to deal with me so gives me a good grade to make me go away.

Professors who put information about how to get accommodation in the syllabus are the best because they make me feel like they understand that we are entitled to accommodation rather than asking for something special.

- **Learn all you can about an individual student's disability.** The student with a disability is usually a good source of information and should be relied upon to state specific needs and give information regarding limitations.

- **Treat each student as an individual.** Every person has limitations. Students with disabilities are no exception. Do not overestimate those limitations and accommodate the student beyond what is necessary. Students with disabilities should be viewed as individuals rather than as members of a disability group.

- **Allow a student the opportunity to fail.** This advice may be very difficult for sensitive, caring persons to follow. As adults, we understand the necessity for choices, even poor choices, in our total development. Failure is an essential ingredient of the developmental process. The objective is not to eliminate the experience or the opportunity for failure, but to capitalize on its potential for learning.

- **Don't feel students with disabilities are receiving unfair advantages.** Most accommodations for students with disabilities are minimal, and many provide better learning experiences for the other students in your courses. Accommodations such as extended test time or notetakers are for the purpose of "leveling the playing field" rather than giving the student with a disability an advantage.

- **Don't be overly concerned about saying or doing the wrong thing.** You will find that as you have the opportunity to interact with a number of students with disabilities in different situations, your comfort level will grow. They are more offended if you don't acknowledge their presence at all than if you don't say or do exactly the right thing.

- **Recognize that having a student with a disability in class will afford you a unique opportunity.** What is not always readily appreciated is the unique input of a person whose life experiences are different from the norm. We often forget how easy it would be for the student with a disability to remain invisible and avoid the challenges and risks of attending college. The very fact that a disabled student has chosen to come to the University and face the daily challenges is a statement of a tremendous desire to learn and to contribute. If we view this situation as a learning experience rather than a problem, we can all be enriched by it.

- **Offer assistance before providing it.** By asking students if they need assistance, you are giving them the option to accept or decline your assistance. Sometimes it is important for a student with a disability to demonstrate her/his independence despite the fact that you could easily provide assistance.

- **Talk directly to the student with a disability about how to accommodate them.** The student is always the best judge of what accommodations work the best. Particularly at a college level these students have been in the educational system for a long time and most of them are more than willing to talk about how they learn if someone is willing to listen.

- **Remember that they are more like you than you might think.** A student's visual impairment or use of a wheelchair is just one small aspect of that student's life. Like other students, students with disabilities are concerned about whether they have a date, what to do on spring break, what major will allow them to be employable and whether their folks will send more money.

Hearing Impaired and Deaf Students

An estimated 15 million Americans have some degree of hearing loss. Some 2,500,000 are congenitally deaf or lost their hearing before the age of five. It is important to recognize that hearing impaired and deaf individuals actually fall along a range of hearing loss. Many students with hearing impairments have mild to moderate hearing losses and may be able to understand some or most of what you say through the use of hearing aids, lip or speech reading, or FM systems. Students with moderate to profound hearing impairments also use a variety of means of communication including: sign language interpreters, speech or lip reading, FM systems or steno/interpreters. Students who use American Sign Language as a means of communication have many of the same communication challenges that foreign students face because English is their second language. The panel on the next page lists suggestions that faculty members can follow to assist in the accommodation process.

Student Comments

Having my textbooks on tape made it possible for me to actually have a life. I got to go to a movie on Saturday night for the first time since I started college three years ago.

One professor handed out cards and said, "Please think about how you best learn and let me know what I need to do to help your learning. Bring these to the next class." She said it to everyone, not just to me and gave us time to respond. This is the only time I wasn't singled out as needing special help.

Tip: Ask all students about learning needs. You'll discover hidden barriers to learning and plan for necessary accomodation.

I get tired of having people ask the interpreter what I want. It's as if I'm not even there or have no idea that I can tell they are talking.

Tip: Even when a deaf student is using an interpreter, look at the student and direct all questions and comments to the student. Avoid saying to the interpreter "Does he or she want to . . . ."

Tips for accommodating deaf and hard of hearing students

- Get the hearing impaired student's attention before speaking and look directly at the student when you speak.
- Try to avoid standing in front of windows or other light sources. The glare can make it difficult for the student to read lips. Speak naturally and clearly. Slowing down slightly may help. Don't exaggerate lip movement and don't shout.
- If the student doesn't understand, try repeating, and if the student still doesn't understand, rephrase a thought or use a different word order rather than again repeating the same words. If this doesn't work, then write down what you want to say.
- A hearing impaired student cannot lip read a word that they have never seen before. Avoid acronyms and abbreviations (e.g. UNL, Psych, C&I) that may be unfamiliar to the student.
- Interpreters are professionals who facilitate communication between the student and the instructor or other members of the class. Direct your conversation to the hearing impaired student, not to the interpreter. The interpreter should not be a participant in the conversation.
- Expect the sign language interpreter to sign everything said by you, the student, and others in the class. In the case of one-to-one communication, interpreters must keep all information confidential and, according the Interpreter Code of Ethics, may not interject opinions, comments, or other information as part of your conversation with the student.
- Try to give as much advance notice as possible for special events so that sufficient time is available to secure a sign language interpreter. It is the responsibility of the student or the faculty member to make those arrangements, not the interpreter.
- Interpreters have to finger spell new words. Lists of vocabulary that are specific to your class given to the interpreter in advance can greatly facilitate communication for the hearing impaired student.
- Do not hesitate to ask hearing impaired students to repeat what they have said if you cannot understand them. If you still have difficulty understanding, then you may suggest they write their comments down if an interpreter is unavailable. Make sure that a hearing impaired student is made to feel comfortable about contributing to class discussion.
- Additional time for testing may be required for students with significant hearing loss who use American Sign Language. It is the student's responsibility to have the SSD office contact you about test accommodations.
- If films or videotapes are not captioned, then the interpreter must be provided with a lighted area in which to stand when the lights are lowered.

Mobility Impaired Students

The primary accommodations necessary for mobility impaired students involve classroom accessibility and writing assistance for students lacking fine motor coordination. All mobility impaired students should have an individual accommodation plan on file in the Services for Students with Disabilities Office, with the possible exception of students who need no accommodation beyond classroom access. The following page lists some suggestions that faculty members can follow in working with mobility impaired students.

Visually Impaired Students

Visually impaired students have a wide range of visual capabilities. Accommodation for these students can be as simple as enlarging text on a copy machine and as complicated as producing entire books in Braille. The chart on the following page contains some suggestions that faculty members can follow in working with visually impaired students.

Tips for accommodating students with mobility impairments

- Speak directly to the student as you would to any other student.
- If a student is in a wheelchair, conversations at different eye levels are difficult. If the conversation continues for more than a few minutes and if it is possible to do so, sit down so you are eye level. It is particularly uncomfortable for students if you stand behind them, as they many times cannot easily turn around.
- A wheelchair is part of the person's body space. Don't automatically hang or lean on the chair; it's similar to putting your arm around someone you just met.
- If possible, arrange your classroom so the student with the mobility impairment has a clear path of vision for presentations or other demonstrations.
- The provision of additional time for the completion of tests and assigned work is often essential for students who write slowly or who must use augmentative writing systems. Students are responsible for having the SSD office contact an instructor if this is an appropriate accommodation.
- Notetakers are common accommodations for mobility impaired students. The SSD office may call on you for assistance if it has difficulty finding a quality notetaker.

Tips for accommodating students with visual disabilities

- When first speaking to a blind or visually impaired student, always identify yourself by name.
- If you are walking with a blind or visually impaired student, let him/her take your arm just above the elbow and walk in a relaxed manner. The student can usually follow the motion of your body.
- When giving directions, use descriptive words such as *straight, forward, left*. Be specific in directions and avoid use of vague terms such as *over there*. Remember that steps, grates, or sculpture imbedded in the sidewalk can be confusing (e.g. Greenpoint, or the rocks in the Plaza around the Broyhill Fountain).
- When you are with a blind student and leave the area, let the person know you are leaving.
- Guide dogs are working animals. It could be hazardous for the visually impaired individual if the guide dog is distracted. Don't pet or touch the dog without permission.
- Students with visual impairments are extremely sensitive to extraneous noise. Be flexible as to your classroom locations or be willing to replace pieces of equipment (e.g., overhead, fan) if there is excessive background noise.
- When putting notes on the board, verbally repeat what you are writing. Many visually impaired students take their own notes and will not have access to anything that you write but don't verbalize.
- Students with partial sight will often benefit from the use of colored chalk that gives the greatest amount of contrast (e.g., bright yellow chalk on a green or black board). If you make extensive use ofdiagrams or numbers written on the board or overhead, it is extremely helpful for the visually impaired student to have a copy of your notes during the lecture.
- Providing large print, high contrast classroom handouts is very helpful and can be done on most laser printers using 18 or 24 point type.
- Special test accommodations, such as large print or Braille can be arranged through the SSD office. As Braille may have to be done offsite, it is extremely helpful to provide the SSD office with your exam on a disk at least a week in advance.
- You may be contacted by the SSD office and asked to provide a copy of the text materials, handouts, etc., for the class. This is so Braille, taped or large print copies can be made for the student in a timely manner. Getting a textbook taped or brailled can take up to six weeks and SSD will try to get your materials and book lists as far in advance as possible.
- Many courses have critical concepts and terms that are unique to the subject area. It would be useful to provide the visually impaired students such a list so they might have the opportunity to become familiar with how the words are pronounced and spelled. Sometimes the textbook readers do not have a familiarity with the subject matter and the student may not make the connection between what you say in class and what they are hearing on the tape or reading in Braille.

Students with Learning Disabilities

Students with learning disabilities must have a documented disabling condition as defined by the Americans with Disabilities Act (ADA), 1990. The University of Nebraska-Lincoln's Individual Accommodation Procedure requires documentation from an appropriate, licensed professional to certify individuals as having a disability. Accommodations, modifications, or adjustments to a course or academic program may enable a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits or privileges as are available to other students without a disability.

The University of Nebraska-Lincoln is obligated to provide reasonable accommodations, adjustments, and/or auxiliary services only to the known limitations of an otherwise qualified individual with a disability. In general, it is the responsibility of the individual with a disability to inform the University that an accommodation is needed. When a qualified individual with a disability requests an accommodation, the University will make a reasonable effort to provide an accommodation, adjustment, and/or auxiliary service that is effective.

The National Joint Committee on Learning Disabilities (1994) defines learning disabilities as:

> a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction and may occur across the life span.

Learning disability (LD) is a hidden disability. Unlike the person who uses sign language or walks with a cane, the learning disabled student shows no visible characteristics of a disability. A student diagnosed with a learning disability has at least average intelligence. In fact, many students with learning disabilities have IQ scores that are above average.

No two students with learning disabilities are alike. This makes providing appropriate accommodation both inter-

Student Comments

"I don't like talking to disembodied voices when people stand behind me and hang on my chair; I can't turn around and sometimes don't even know who I am talking to until they walk away."

I had a professor who never called on me in class. Just because I'm blind doesn't mean I can't think or express an opinion.

Tip: Acknowledge blind students, just as you would others. When calling on a blind person, use their name first, "Roger, what do you think. . . ."

I have a hard time remembering long lectures, particularly when complex arguments are developed.

Tip: Provide handout of key points and arguments for all students or post on a class webpage.

One of my TAs made copies of the exam reviews on "red alert" paper to get our attention. She always brought me a white copy as well once I told her I couldn't read it.

Tip: Always use high contrast on the blackboard, overheads, and handouts. Avoid reds, purples, and pinks for students with perceptual problems (including color blindness).

esting and challenging. The student is always the best judge of what accommodations or alterations will be the most useful. A student with a visual perceptual problem is likely to have little in common with a student with attention deficit disorder who has no difficulty reading but has no memory of the information he / she has read. Moreover, even students diagnosed with the same processing disorder may not have the exactly the same difficulties in processing information. Most adults with learning disabilities have developed compensating strategies for their processing difficulties. Learning disabilities are so individualized that any generalization about specific signs or symptoms is of limited value. Each student will be better able to describe how he / she functions in relation to his / her learning disability.

It is often difficult to determine whether a particular student has a learning disability. For students who are working with the Services for Students with Disabilities Office, you will likely receive a letter that will outline testing accommodations. It is the student's responsibility to request that the SSD office send test letters.

Some students are reluctant to come forward about their disability, particularly first year students. Many times, students with disabilities have had a negative experience or feel inadequately prepared to explain their disability to faculty members.

Student Comments

I have a learning disability where I can't remember information when it goes by too fast. Lectures kill me. I need to tape them and really like it when professors put their notes on the web.

Tip: Allow time for students to write down information or provide it in a handout or in class notes on the web.
Recap key points.

Tips for accommodating students with learning disabilities

- Students with visual perceptual problems (including color blindness) have difficulty with handouts on reds, purples or pinks. High contrast on the chalk board, overheads, and handouts makes them much easier to read.
- Many learning disabled students have difficulty processing auditory information. It may be necessary to repeat verbal information two or three times or to write it down.
- Learning disabled students many times have short term memory deficits and will not be able to remember complex information if it is given to them quickly and they don't immediately have an opportunity to write it down. If you are communicating information that a student will need to remember for any length of time, make sure it is in written form.
- It is often difficult for learning disabled students to read small print or documents that are colored or use colored ink.
- Notetakers are the most common accommodation for learning disabled students, many of whom have difficulty with the rapid translation that takes place when listening and taking notes simultaneously. You may be contacted if SSD has difficulty finding a quality note-taker. SSD often advises the student to meet with instructors to go over their notes to see if they are getting adequate notes.
- Test accommodations are very common for learning disabled students and may range from extended time to readers or scribes, depending on the student's individual accommodation plan. Faculty will be alerted to test accommodation needs by the SSD office.

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Disabilities and the Law in the University Environment

Under the Americans with Disabilities Act of 1990, the meaning of discrimination and reasonable accommodation for students with disabilities has become more comprehensive and better defined. Generally speaking, the University of Nebraska-Lincoln may not discriminate in the recruitment, admission, and treatment of students with disabilities. Discrimination, according to Title III of ADA, means:

> a failure to make reasonable modifications in policies, practices, or procedures, when such modifications are necessary to afford such goods, services, facilities, privileges, advantages or accommodations to individuals with disabilities;
>
> a failure to take such steps as may be necessary to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals because of the absence of auxiliary aids or services; the imposition or application of eligibility criteria that screen out or tend to screen out an individual with a disability or any class of individuals with disabilities from fully and equally enjoying any goods, services, facilities, privileges, advantages, or accommodations.

However, the law also states that if an entity such as the University can demonstrate that making "modifications would fundamentally alter the nature of such goods, services, facilities, privileges, advantages, or accommodations," then it may not have to make an accommodation. For example, a student who is mobility-impaired wants to go on a study tour of art museums in Paris and London and has asked the University's study abroad program to accommodate her. The decision about accommodation would be based on an assessment of what accommodations would have to take place and whether the accommodation would significantly alter the educational experience of the tour. If the educational goal for the trip is to view a particular artist's works and those works are inaccessible, it would not be academically appropriate to change the galleries visited during the tour to only galleries that would be accessible.

Facts about Students with Learning Disabilities

- Learning disabled students are not retarded or otherwise lacking in intelligence. They are average to above average in intelligence by definition.
- The learning disabled student's needs center around information processing.
- The learning disabled student's capacity for learning is intact; only the means by which information is processed is different.
- Most learning disabled students exhibit a high level of inconsistency in the way they perform. Nelson Rockefeller learned to speak fluently in several languages, but when giving speeches on television, he had to have his speeches written out in large letters and spaced in a way that he could decipher.
- Sometimes a student may have a poor self-concept from previous failure and frustration. He or she often has difficulty dealing with authority figures.
- One of the most common but least understood characteristics of learning disabled people has recently had a new label coined for it called "social dysperception." This is the inability to perceive accepted rules and customs of society. Contact the Office of Services for Students with Disabilities for assistance in assessing a student's behavior.

Source: Christy Horn, ADA Officer, UNL.

ADA also explicitly refers to the rights of students with disabilities relative to course and examination modifications. Section 309 of ADA states:

> Any person that offers examinations or courses related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes shall offer such examinations or courses in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals.

Staff members at UNL's Services for Students with Disabilities Office and the Accommodation Resource Center are always ready to answer any questions regarding the accommodation of students with disabilities.

Contributor: *Dr. Christy Horn, ADA Accomodation Officer*

Source:
Office of Services for Students with Disabilities

Useful Web Resources:
The Office of Services for Students with Disabilities, **http://www.unl.edu/ssd**
- includes details about academic services, interpreting services, technological assistance and other logistical and instructional issues.

The Office of Accomodation Resource Center, **http://www.unl.edu/arc**
- includes links to policies, accomodation solutions, online database, and questions and answers.

Chapter 14

Nontraditional Students

With more nontraditional students (about 23% of UNL students are over age 25) returning to school or starting college for the first time, it is important for the faculty members to understand these students and, in some cases, alter their teaching methods. Unlike traditional students who attend college as a natural progression from high school, adult learners may have been away from school for a length of time and make the decision to return to school for a variety of reasons. There is no clear definition of a nontraditional student. Terms such as *returning students, stop outs, re-entry students, older students, nontraditional students* and *adult learners* all seem to be used interchangeably.

Nontraditional students are much more diverse than the traditional age group. For one thing, the age range is much larger. Traditional aged college students fall into the 18-24 year range, whereas nontraditional students are all those 25 years and older. Traditional aged students are more homogenous in their profile, entering college immediately after high school and having shared experiences with their peers. Adult students, however, come from a wider variety of backgrounds, socioeconomic levels, and educational experiences, and have considerably differing attitudes about the educational process and how it relates to their life situation.

Two major studies by Aslanian and Brickell (1980, 1988) described the characteristics of nontraditional students. Aslanian and Brickell (1980) determined that these learners are stimulated to re-enter the university because changes in some aspect of their lives trigger them to take action. These transitions occur in one or more of the following life areas: career, family, health, religion, citizenship, art and leisure. For example, a recently divorced woman needs to upgrade her skills to make herself more employable; or a man who, due to a physical disability, can no longer participate in his

Student Comments

It bothered me when a professor announced to the class that he knew we were here "because there is nothing else to do with your lives right now." He didn't understand that I want to be here. I'm not being made to be here by parents and I doubt all the traditional students are too.

Sometimes I think that faculty and other students are concerned that I will dominate the class, so I ask the professor to let me know if he or she thinks I'm speaking up too much. That usually puts them at ease.

Sometimes professors come to me and ask me to explain what other students are thinking - if the work load is too much, tests too hard. I can only speak for myself.

Labor-intensive work with no purpose is ridiculous! I want the work to be applicable.

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construction job needs to make a career change. Aslanian and Brickell (1988) also found that the majority of adult students enrolled in credit programs are degree seeking and have definite career plans.

Knowles (1984), an authority on adult students and how they differ from the traditional students, indicated that they differ in six main areas:

- ***The need to know.*** Older students look for usefulness in knowledge. They invest considerable energy investigating the benefits to be gained from learning the material and the negative consequences of not learning it.
- ***The learner's self-concept.*** Adult students have self-concepts of being responsible for their own decisions and for control of their lives.
- ***The role of the learner's experience.*** Adults bring to the classroom a wealth of personal and professional experience. In many situations, the adult student is chronologically older than the professor and may have extensive real-life work experience in the academic area.
- ***Readiness to learn.*** Having been away from school for a time, the adult student may need time to adjust to the college classroom. Certain educational tasks such as writing a term paper, studying for an examination, or giving a class presentation might prove difficult for the older student, especially if they involve unfamiliar technology.
- ***Orientation to learning.*** Traditional students tend to have a subject-centered orientation to learning, whereas adult students are more life-centered. Adult students are motivated to learn something to the extent that they perceive it will help them perform tasks or deal with problems they confront in their lives. They learn new knowledge, understanding, skills, values, and attitudes most effectively when these are presented in the context of application to real-life situations.
- ***Motivation.*** While adult students may be responsive to some external motivators (job advancement, higher salaries, prestige), the most potent pressures are internal, such as the desire for increased job satisfaction, self-esteem, and improved quality of life for the older student and his or

Student Comments

I appreciate it when a professor says that they are happy to be able to draw on my 30 years of work experience. It is nice to be acknowledged that way and I feel respected.

I sit in front. I ask questions. I really care and I work hard on the assignments, not at the last minute. Sometimes other students don't understand my sense of pride. They may even resent it.

I had a professor single me out because I wanted to record her lecture. I already felt out of place; then I felt humiliated when she said "It's up to you to keep up, but no recordings."

Generally because I am older, other students find it hard to warm up to me. It's nice when we have a chance to get to know each other.

Teaching Tips:

- ***Get to know the first names of your students and acknowledge they are here.***
- ***Explain your criticisms to the students in a constructive manner.***
- ***Non-traditional students frequently exceed the standards on assignments. Be clear about expectations.***
- ***Let students tape record the lectures, especially when delivered at a rapid-fire pace.***

her family. Students must feel that the benefits of continuing education far outweigh the personal sacrifices necessary to pursue that goal.

Key Differences Between Traditional and Nontraditional Students

Hughes (1983)

Nontraditional Students	Traditional Students
Multiple commitments	Limited commitments
Not campus focused	Campus focused
Informal learning	Formal learning

Most nontraditional students are committed to families, spouses, jobs, and civic responsibilities as well as their education. Balancing these multiple roles is often a concern for nontraditional students. Nontraditional students seldom reach the level of involvement on campus that traditional students do. In many cases nontraditional students are only on campus for the class(es) they are taking.

As opposed to the formal learning of a theoretical topic, nontraditional students will most often seek informal learning to enable them to solve problems and understand current concerns. Nontraditional students are frequently very practical and pragmatic in their approach to higher education. They will frequently search their experiences to find a framework on which to hang the theories they are learning. For example, it would be very common for a nontraditional student to use his or her own investing or business experience to illustrate an economic principle or theory.

It has been suggested that nontraditional undergraduate students are more similar to graduate students than to traditional undergraduate students. Graduate students rated themselves differently than nontraditional undergraduate students on only two of the 10 characteristics of adult learners in a 1997 study by Evans and Miller.

In recent years, debate has ensued on the teaching of adults. Brown, Collins and Duguid's (1989) findings support situated cognition, contending that learning best takes place in a situation similar to where it will be applied. However, Anderson, Reder and Simon (1996) refuted situated learning. They argued that learning in a situation unrelated to

Did you know?

A student offered this humorous list:

How To Tell If You Are a Nontraditional Student

10. You have never shown up for class with a hangover.

9. You sit in the front of the class.

8. You think you are the only one who doesn't know what the professor is talking about.

7. You wonder how some people can spend 10 hours a day in the Student Union doing nothing.

6. You are consistently the only one who has the reading done.

5. You are consistently the only one who asks questions—about the actual class material.

4. You find watching a freshman eat a Twinkie and Pepsi for breakfast nauseating.

3. You are the first one to arrive in class and the last to leave.

2. You don't have any pierced body parts.

1. You sign up for a history class in which you have had first hand experience.

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the application can be very effective. They did not, however, provide any evidence that situated learning was ineffective. Other researchers on adult learning have emphasized the value adults place on excellent communication by the faculty. Adults associate excellent communication with excellent teaching (Comadena & Semiak, 1994). Adults value open, honest communication between themselves and the instructor and among their peers in the class (Duncan, 1997).

Teaching Tips

√ Consider the scheduling difficulties of older students when assigning small group work to be done out of class. Due to non-school commitments, such as work and family, older students may find it very difficult to schedule such meetings. Make yourself accessible by holding late afternoon or evening office hours. Don't expect older students to readily identify with recent "pop culture" symbols any more than you would expect your younger students to readily identify with "pop culture" symbols of the 1960s and 1970s.

√ Avoid handouts with less than 10 pt. type. Many older students are too vain or embarrassed to wear bifocals or reading glasses.

√ Be conscientious about starting and ending class on time to be sensitive to parents and their childcare concerns.

√ Whenever possible use concrete, practical examples. Older students appreciate being able to apply classroom knowledge to their daily lives.

√ Like any other segment of college students, there is great diversity among older students attending colleges and universities. The characteristics identified here are not intended to label all adult learners; they can be found in varying degrees in most adult learners. In fact, current research suggests that as larger proportions of traditional students are living off campus, attending part-time, and working, the same "nontraditional" characteristics are being identified in these younger students as well.

√ The university campus of today is a microcosm of our global society. The increasing diversity among the student body and the faculty can play an important role in enhancing the learning experiences of everyone in the learning community.

Contributers: *Elmer Smith, Robert Mathiasen, Deanna Eversoll, Division of Continuing Studies, UNL*

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Appendices

Appendix A: Faculty Composition by Ethnicity and Rank

Appendix B: Staff Composition by Ethnicity and Rank

Appendix C: Gender Enrollment, Faculty and Staff Composition by Gender

Appendix D: Minority Enrollment by College and Percent of Total Minority to White by College

Appendix E: Regional Information

Appendix F: Twelve Legal Bases for Multicultural Education

Appendix G: Policy Goals for the Equity for the People of Color

Appendix H: Resolution Agreement with OCR for Preventing and Remedying Racial Harassment

Appendix I: Policy on Gender Equity

Appendix J: Policy on Discrimination and Harassment

Appendix K: Diversity Scholarship and Internship Information

Appendix L: Human Rights and Human Diversity

Appendix M: Campus Resources on Diversity List

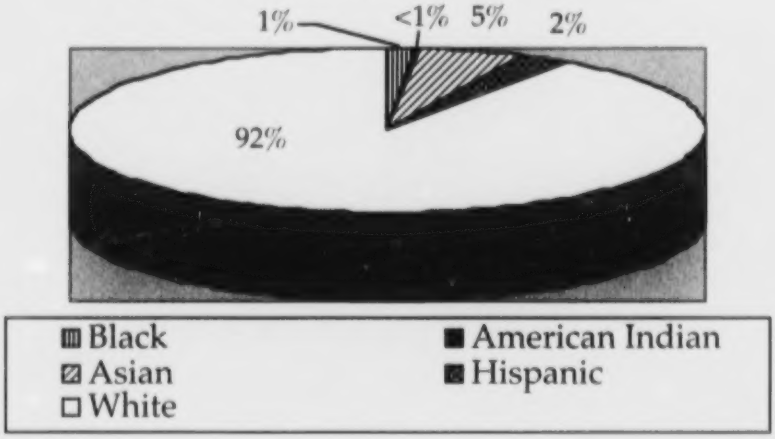
Appendix N: UNL Diversity Videos Catalogue

Appendix O: Selected Annotated Bibliography

UNL Faculty Headcount by Rank and Ethnic Composition, Fall 1998

(Including Professor, AssociateProfessor, Assistant Professor, Instructor, Senior Lecturer, Lecturer)

Percent of Faculty by Ethnic Composition



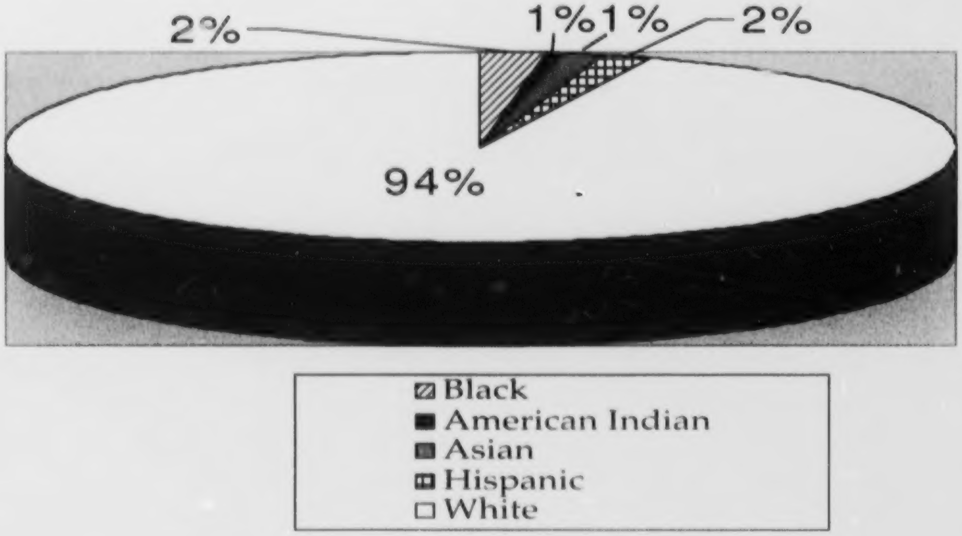
Faculty by Rank and Ethnic Composition, Fall 1998								
	Professor	Associate Professor	Assistant Professor	Instructor	Senior Lecturer	Lecturer	Total	Percent
Black	3	4	11	0	0	3	21	1.37%
American Indian	1	1	3	0	0	1	6	0.39%
Asian	27(3)	24(2)	20(9)	1	3	5(2)	80(16)	5.22%
Hispanic	3	9	12(2)	0	2(2)	11(2)	37(6)	2.42%
Sub-Total	34	38	46	1	5	20	144	9.40%
White	497	365	216(15)	20	27	261(2)	1386(22)	90.60%
Total	531	403	262(26)	21	32(2)	282(6)	1531(44)	100%

This table presents the total number of faculty, both full-time and part-time, employed by UNL as of the Fall census date (does not Include Nebraska College of Technical Agriculture faculty). These data may not coincide with results released by UNL for federally mandated Equal Employment Opportunity / Affirmative Action reports because of differing reporting definitions required by the federal government. Racial designations in this table do not denote scientific definitions of anthropological origins. The number of nonresident aliens in each category are enclosed in parentheses following the total number in the category. A "non-resident alien" is a faculty member who is in this country under conditions of a visa. Excluded from the non-resident alien category are permanent immigrants and refugees who are not U.S. citizens and are not required to leave the United States at a future date.

The information contained in this report was obtained from the University Personnel / Payroll System database.

NOTE: *Please reference the UNL Fact Book at http://www.unl.edu for further information.*

Percent of Staff by Ethnic Composition, Fall 1998



Staff Ethnic Composition (Regular Employees only), Fall 1998

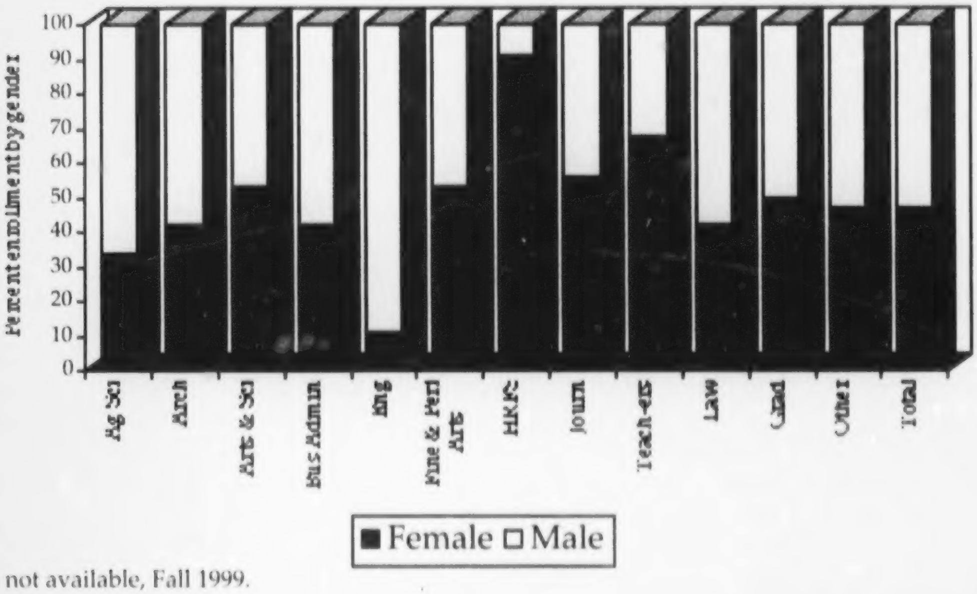
	Managerial/Professional	Office/Service	Total
Black	29	50	79
American Indian	9	13	22
Asian	25	24	49
Hispanic	16	42	58
Sub-Total	**79**	**129**	**208**
White	1,227	2,082	3,309
Total	**1,306**	**2,211**	**3,517**

Gender enrollment

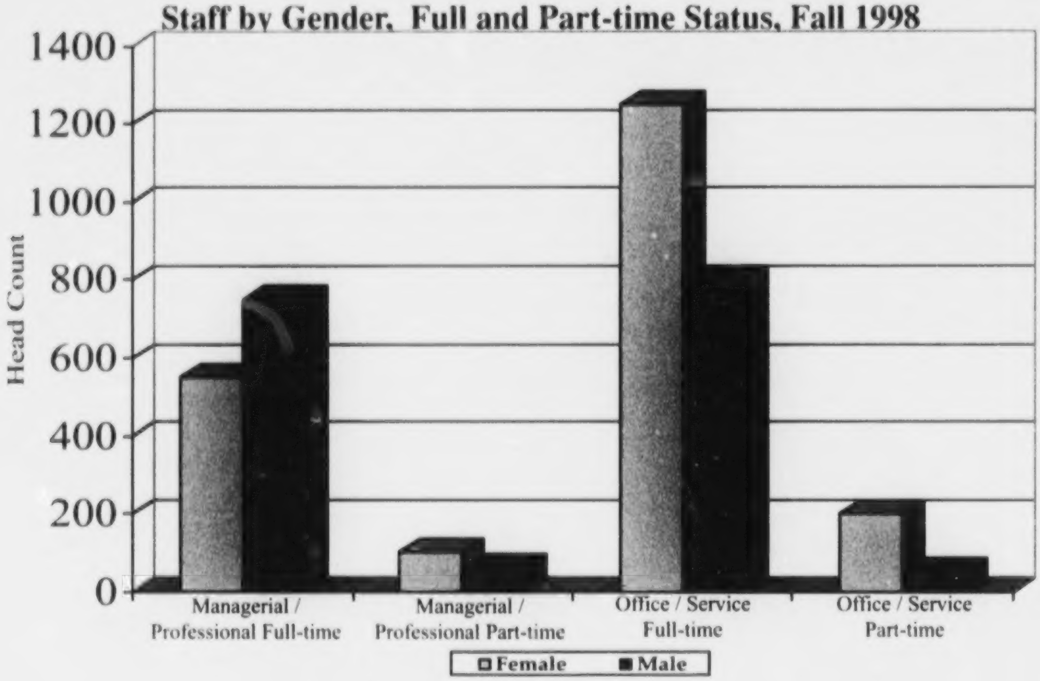
Headcount by Class Standing and Gender, Fall 1999

	Male		Female		
Class standing	Number	Percent	Number	Percent	Total
Freshmen	2618	52.97	2324	47.03	4942
Sophomore	1744	52.14	1601	47.86	3345
Junior	2189	52.00	2021	48.00	4210
Senior	2764	54.32	2324	45.68	5088
Unclassified	103	47.03	116	52.97	219
Law & Architecture(Prof.)	273	61.35	172	38.65	445
Graduate	1929	49.55	1964	50.45	3893
Total University	**11,620**	**54.48**	**10,522**	**47.52**	**22,142**

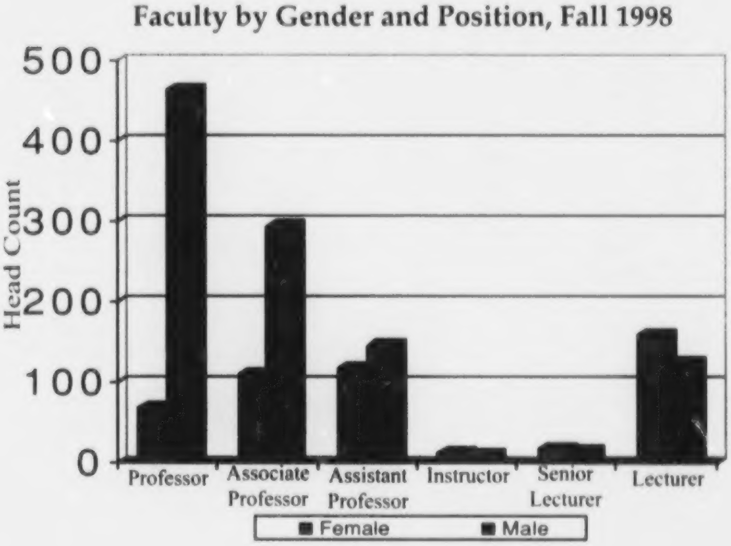
Percent Enrollment by College & Gender
Fall 1998*



*Data not available, Fall 1999.



Staff by Gender, Full and Part-time Status, Fall 1998



Faculty by Gender and Position, Fall 1998

Minority Enrollment by College
Fall 1999

College	Black		Native American		Asian		Hispanic		Minority Total		College Total		% Minority Including Non-Res. Aliens	% Minority Excluding Non Res. Aliens
Ag Sci & Nat Res	6	(0)	5		16	(11)	8	(1)	35	(12)	1,459	(21)	2.40%	1.58%
Arts & Sciences	111	(6)	20		155	(47)	81	(3)	367	(56)	4,240	(120)	8.66%	7.33%
Business Admin	40	(4)	7		146	(81)	44	(1)	237	(86)	2,804	(153)	8.45%	5.39%
Architecture	9	(3)	3		17	(6)	6		35	(9)	524	(14)	6.68%	4.96%
Engineering & Tech	35	(6)	4		115	(40)	34	(2)	188	(48)	2,386	(68)	7.88%	5.87%
Fine & Perf Art	9	(0)	1		12	(5)	12		34	(5)	622	(8)	5.47%	4.66%
HRFS	40	(0)	3		17	(3)	10		70	(3)	750	(5)	9.33%	8.93%
Journ & Mass Com	21	(1)	4		12	(1)	24	(1)	61	(3)	968	(14)	6.30%	5.99%
Law	10	(0)	1		12	(2)	5		28	(2)	384	(2)	7.29%	6.77%
Teachers	30	(0)	5		17		22		74	(0)	1,600	(2)	4.63%	4.63%
Graduate	95	(17)	20		587	(507)	140	(57)	842	(581)	3,893	(795)	21.63%	6.70%
Other	73	(4)	17	(0)	71	(13)	60	(2)	221	(19)	2,512	(57)	8.80%	8.04%
Total	**479**	**(41)**	**90**	**(0)**	**1,177**	**(716)**	**446**	**(67)**	**2,192**	**(824)**	**22,142**	**(1,259)**	**9.90%**	**6.18%**

Note: Other includes Continuing Studies, General Studies, and Visiting. Nebraksa College of Technical Agriculture data are not included on this page. **Parentheses indicate number of students in the category who are nonresident aliens.**

Adapted fromUniversity of Nebraska Institutional Research and Planning Fact Book.

TOTAL HEADCOUNT ENROLLMENT BY COLLEGE, MAJOR, RACE, AND SEX

Semester enrollment totals include all students enrolled in courses creditable toward a degree or other formal award administered by UNL (administrative site). This includes students enrolled in UNL-administered courses of instruction which are offered for delivery at a location other than the UNL campus. Students are reported by their major field of study. Students are further classified by sex and racial designations. Racial designations in this table do not denote scientific definitions of anthropological origins. The number of non-resident aliens in each category are enclosed in parentheses following the total number in the category. Beginning in Fall 1994 a "Non-resident Alien". has been redefined as a student who is in this country under conditions of a visa. Excluded from the nonresident alien category are permanent immigrants and refugees who are not U.S. citizens and are not required to leave the United States at a future date. (In 1993 and before, "non-resident aliens"included permanent immigrants and refugees that were not required to leave the United States at a future date.) Students with an unknown racial category are included in the "white". category. Total number of "unknowns". are indicated in the notes section at the bottom of each table page.

Enrollment figures are restricted to the sixth class day enrollment census. This information is retrieved from the "student statistics". file produced by Computing Services Network from data contained in the Student Information System. Enrollment information in this table corresponds to that provided in reports to the Board of Regents and to the National Center for Educational Statistics.

The Office of International Affairs uses different criteria to establish its database. Therefore, its data will not match the data presented in this table.

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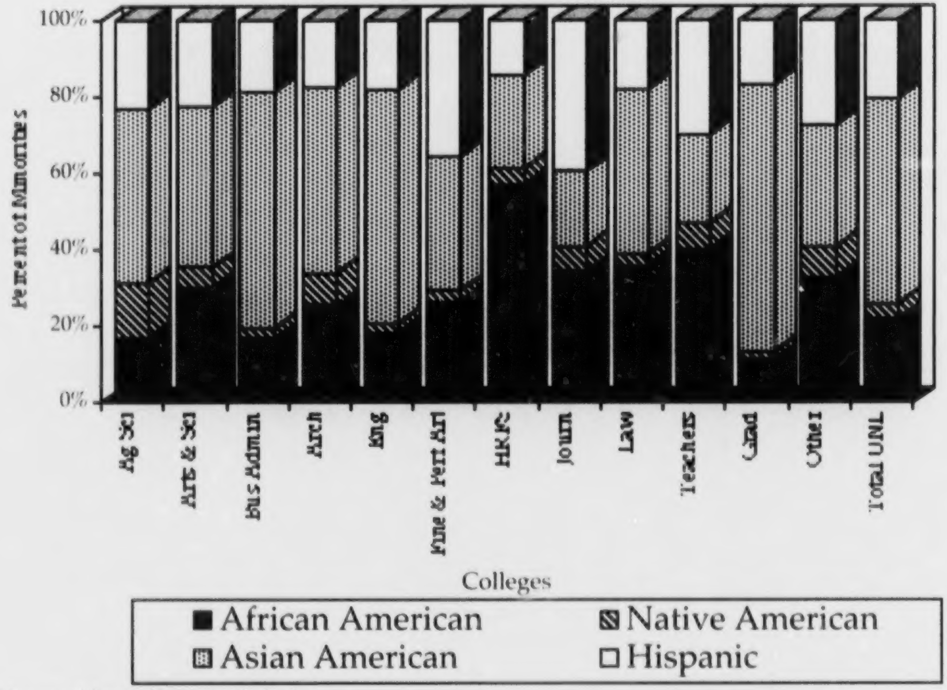
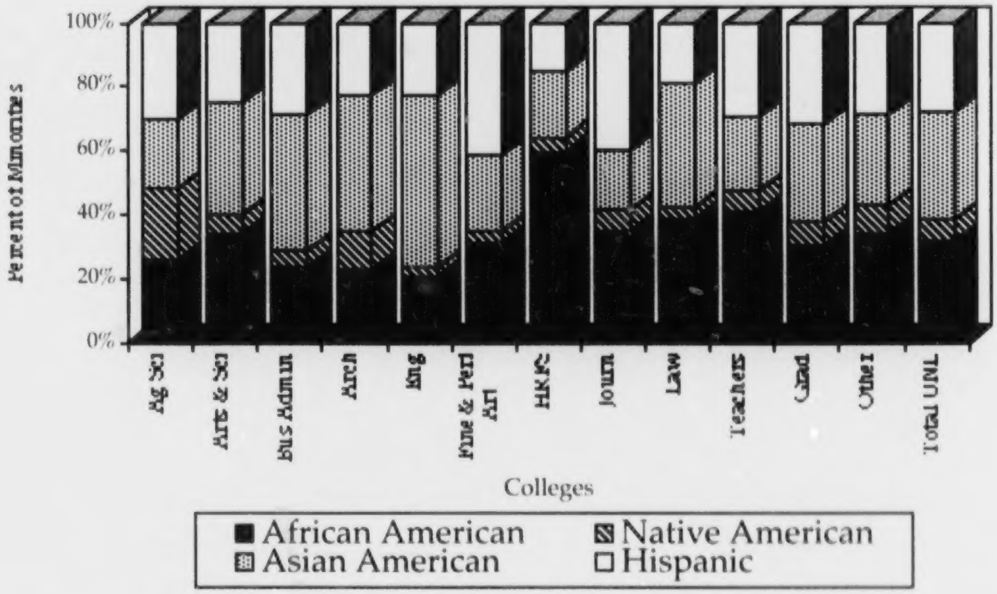
**Percent of Total Minority Enrollment by College Fall 1999
(Including Non-resident aliens)**



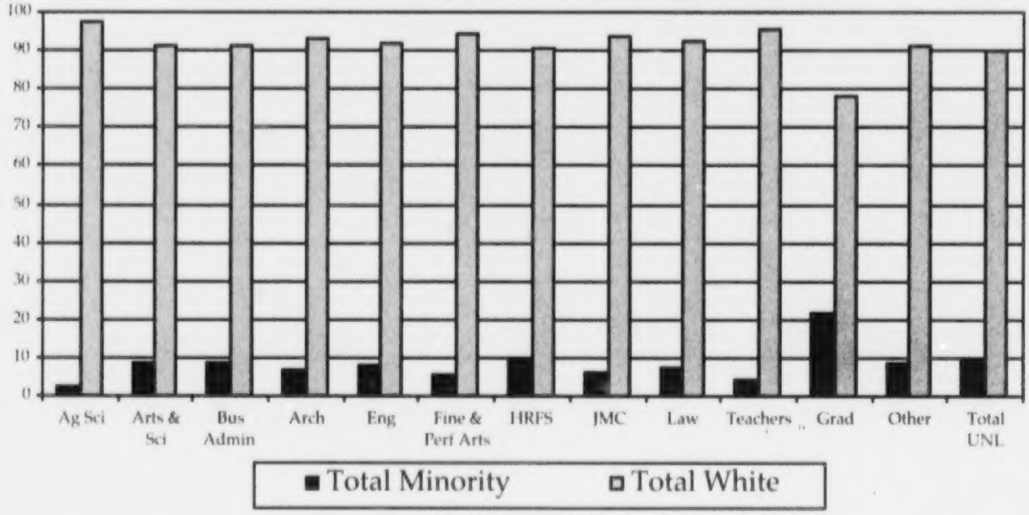
Note: Non-resident aliens included

**Percent of Total Minority Enrollment by College Fall 1999
(Excluding Non-Resident Aliens)**

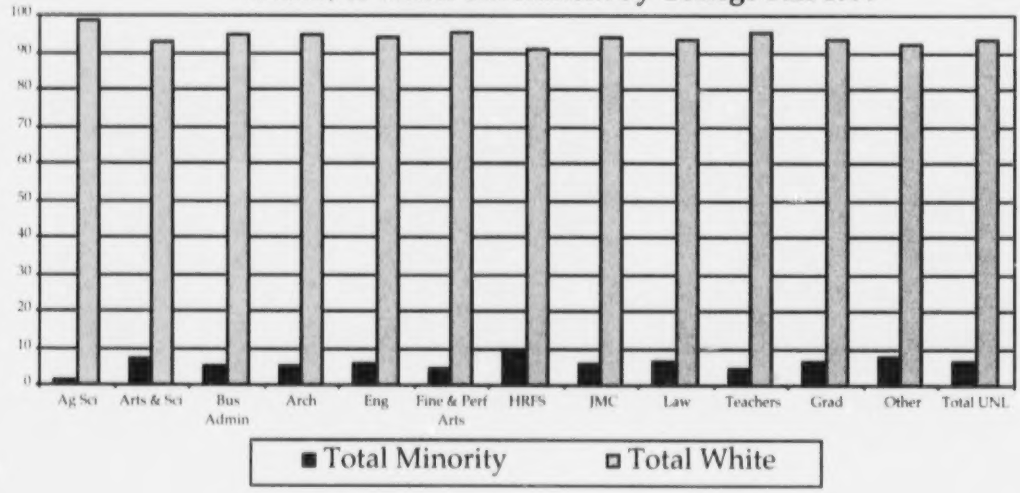


Note: Non-resident aliens excluded

Percent of Total Minority (Including Non-Resident Aliens) to White Enrollment by College Fall 1999



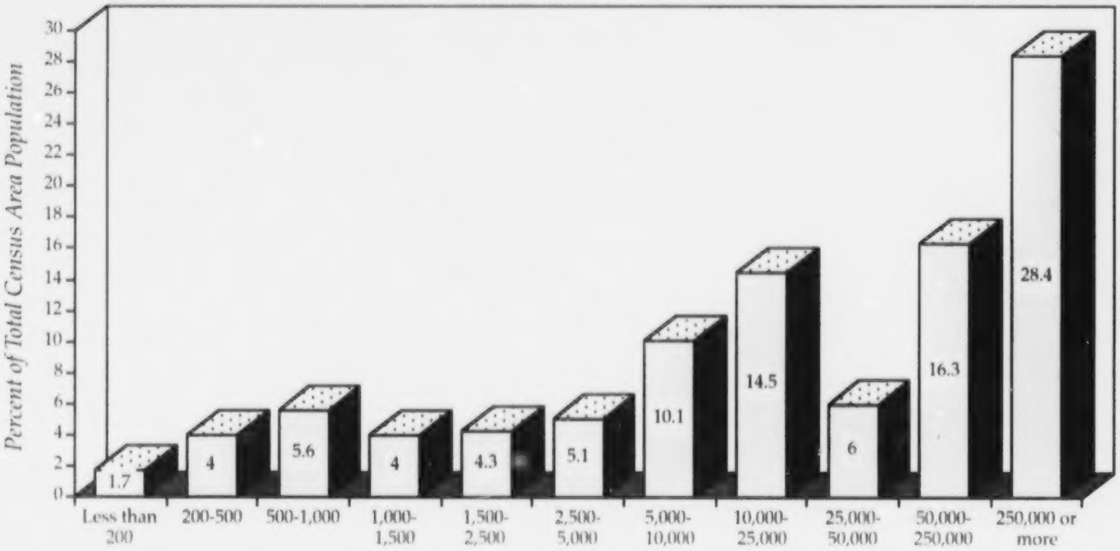
Percent of Total Minority (Excluding Non-Resident Aliens) to White Enrollment by College Fall 1999



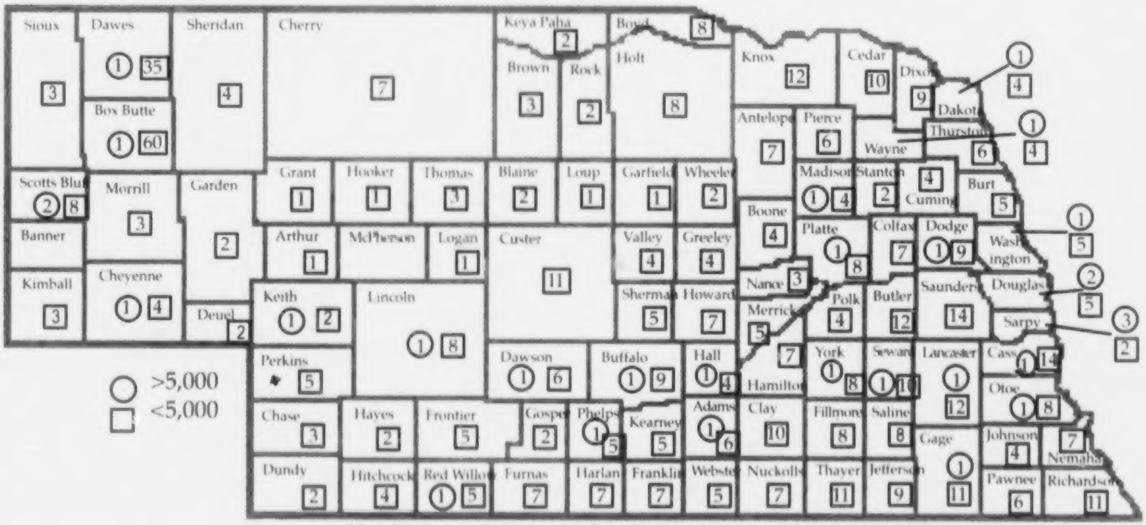
Regional Information

These charts provide a glimpse of the population distribution of Nebraska and to the sizable number of towns with a population under 5000.

Nebraska Cities, Towns, and Other Census-Designated Places



1990 Population of Nebraska Communities by Size Group


Sioux 3
Dawes ① 35
Box Butte ① 60
Sheridan 4
Cherry 7
Keya Paha 2
Boyd 8
Brown 3
Rock 2
Holt 8
Knox 12
Cedar 10
Dixon 9
Dakota ① 4
Thurston 6 ① 4
Antelope 7
Pierce 6
Wayne
Scotts Bluff ② 8
Morrill 3
Garden 2
Grant 1
Hooker 1
Thomas 3
Blaine 2
Loup 1
Garfield 1
Wheeler 2
Madison ① 4
Stanton 2
Cuming 4
Burt 5
Banner
Boone 4
Platte ① 8
Colfax 7
Dodge ① 9
Washington ① 5
Kimball 3
Cheyenne ① 4
Arthur 1
McPherson
Logan 1
Custer 11
Valley 4
Greeley 4
Nance 3
Douglas ② 5
Deuel 2
Keith ① 2
Lincoln ① 8
Sherman 5
Howard 7
Merrick 5
Polk 4
Butler 12
Saunders 14
Sarpy ③ 2
Perkins 5
Dawson ① 6
Buffalo ① 9
Hall ① 4
Hamilton 7
York ① 8
Seward ① 10
Lancaster ① 12
Cass ① 14
Otoe ① 8
Chase 3
Hayes 2
Frontier 5
Gosper 2
Phelps ① 5
Kearney 5
Adams ① 6
Clay 10
Fillmore 8
Saline 8
Gage ① 11
Johnson 4
Nemaha 7
Dundy 2
Hitchcock 4
Red Willow ① 5
Furnas 7
Harlan 7
Franklin 7
Webster 5
Nuckolls 7
Thayer 11
Jefferson 9
Pawnee 6
Richardson 11
○ >5,000
□ <5,000

Number in symbol refers to the number of towns of that size found in the county.

Source: Both charts adapted from Charles Lamphear, Bureau of Business Research, UNL

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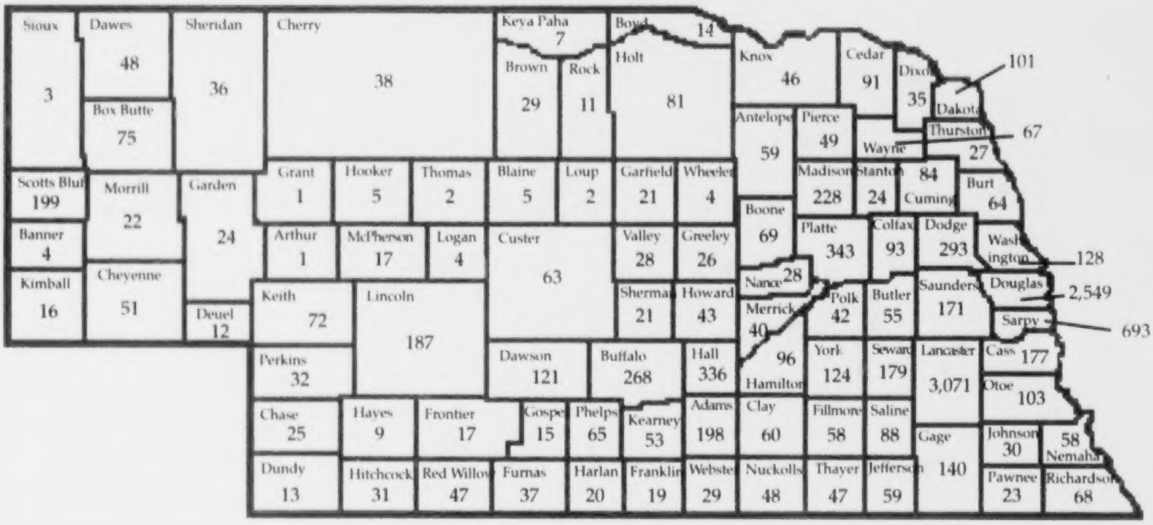
Distribution of UNL students by county


Sioux 3
Dawes 48
Box Butte 75
Sheridan 36
Cherry 38
Keya Paha 7
Boyd 14
Brown 29
Rock 11
Holt 81
Knox 46
Cedar 91
Dixo 35
Dakota 101
Thurston 67
Wayne 27
Antelope 59
Pierce 49
Scotts Bluf 199
Morrill 22
Garden 24
Grant 1
Hooker 5
Thomas 2
Blaine 5
Loup 2
Garfield 21
Wheeler 4
Madison 228
Stanton 24
Cuming 84
Burt 64
Banner 4
Arthur 1
McPherson 17
Logan 4
Custer 63
Valley 28
Greeley 26
Boone 69
Platte 343
Colfax 93
Dodge 293
Washington 128
Kimball 16
Cheyenne 51
Deuel 12
Keith 72
Lincoln 187
Sherma 21
Howard 43
Nance 28
Merrick 40
Polk 42
Butler 55
Saunders 171
Douglas 2,549
Sarpy 693
Perkins 32
Dawson 121
Buffalo 268
Hall 336
Hamilton 96
York 124
Seward 179
Lancaster 3,071
Cass 177
Otoe 103
Chase 25
Hayes 9
Frontier 17
Gospe 15
Phelps 65
Kearney 53
Adams 198
Clay 60
Fillmore 58
Saline 88
Gage 140
Johnson 30
Nemaha 58
Dundy 13
Hitchcock 31
Red Willow 47
Furnas 37
Harlan 20
Franklin 19
Webste 29
Nuckolls 48
Thayer 47
Jefferson 59
Pawnee 23
Richardson 68

*Number of individual students

Note: Appoximately 50% of UNL students are from non-metropolitan areas (population under 50,000). Total headcount enrollment for Fall, 1999 is 22,142. Nebraska College of Technical Agriculture is not included.

Source: UNL Fact Book, Sept. 23,1999. (http://www.unl.edu/unlfacts/county.htm)

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Twelve Legal Bases for Multicultural Education

1. *Brown vs. Board of Education of Topeka (1954):* The landmark Supreme Court decision that repudiated the *Plessy v. Ferguson (1896)* decision that had required railroad companies to provide separate but equal accommodations for blacks and whites. The *Brown* decision declared that separate facilities are inherently unequal and that "separate but equal has no place in public education."

2. *Title VI of the Civil Rights Act of 1964 (P. L. 88-352):* Prohibits discrimination the basis of race, color, or national origin against students of any school receiving federal assistance.

   Plaintiffs in the following case, claimed that the San Francisco Board of Education was in violation of *Title VI of the* Civil *Rights Act of 1964* (and the Equal Protection Clause of the Fourteenth Amendment) when it failed to provide programs to meet the linguistic needs of non-English- Speaking children:

   Lau v. Nichols, 1974: A class action suit brought to the Supreme Court on behalf of 1800 Chinese children who could not understand the language used for instruction in school. While the *Lau* decision did not mandate bilingual education, it stated that special language programs were necessary for schools to provide equal educational opportunity for non-English-speaking or limited-English-speaking students, and in fact was a major factor in the development of bilingual education.

3. *Title IX of the Education Amendments of 1972 (P.* L. *92-318):* Prohibits discrimination on the basis of sex against students and any employee of a school receiving federal financial assistance.

   The Grove City College vs Bell (1984): Supreme Court Decision narrowed the scope of federal anti- discrimination laws. The decision held that only programs receiving direct federal assistance were affected. However, on March 22, 1988, the Civil Rights Restoration Act of 1987 was enacted by Congress that restored the original intent of Title IX.

4. *Title VII of the Civil Rights Act of 1964* (P.L. *88-352):* Prohibits discrimination against employees on the basis of race, color, national origin, religion, or sex; by any employer in the United States who employs 15 or more people.

5. *Equal Pay Act, as amended in 1972* (P.L. *88-38):* Prohibits discrimination on the basis of sex in wages and fringe benefits by any employer in the United Stares

6. *The Education for all Handicapped Children Act (1976) (P.L. 994-142):* federal assistance to schools educating young people between 6 and 21 years who have been properly identified and evaluated to be in the target category. Special education, hearing or speech impaired, visually or orthopedically handi-capped, emotionally disturbed or specific learning disabilities. In 1990, amended by Congress and renamed the *Individuals With Disabilities Education Act (IDEA) Public Law 101-476*. This amendment expanded the definition of special education to include instruction in all settings, including training centers and the workplace and to include students with traumatic brain injury and with autism.

7. *The Americans with Disabilities Act (ADA) (1990):* (P.L. 101-336): Prohibits discrimination against individuals with disabilities in private sector employment, public services, public accommodations, transportation, and telecommunications.

8. *The Carl Perkins Vocational Education Act of* 1984 (P.L. 98-524): Addresses services, activities, and needs for/of handicapped and disadvantaged persons as well as programs designed to eliminate sex bias and stereotyping.

9. *Executive Order* 11246 *amended by 11375 (1968)*: Prohibits discrimination against employees on the basis of race, color, religion, sex, or national origin in all schools with federal contracts or subcontracts of $10,000 or more.

10. *The Rehabilitation Act of* 1973 *(P.L. 93-112):* Promotes and expands the opportunities available to individuals with handicaps. This act requires program accessibility, identification of needs for educational assistance, and provision for financial assistance to allow participation in the school.

11. *Pregnancy Discrimination Act (95-555),* 1978, an amendment to Title VII of the Civil Rights Act of 1964: Makes clear that discrimination on the basis of pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination under Title VII.

12. *Age Discrimination in Employment Act* as amended in 1978: Prohibits employers, employment agencies, and labor organizations with 20 or more employees from basing hiring decisions on a person's age when the person's age is between 40 and 70 unless an age limit is a necessary qualification for job performance.

Policy Goals for the Equity of People of Color

Board of Regents Policy Goals Pertaining to Equity for People of Color

Originally issued February 1993; re-confirmed February 1997

GOAL 1:

Establish and encourage a clear commitment to the value of diversity on the part of all members of the University community

There should be a clear and continuous commitment from all members of the University community. The Regents, President, Chancellors, deans, faculty, staff and students are all key to achieving demonstrable progress towards inclusion and participation for every member of the University community. The example they set is crucial to the development of an institutional commitment to diversity. University leaders should not only state their commitment clearly and continuously, but should exhibit that commitment through their actions. When the commitment to the value of diversity is clearly demonstrated by these leaders, the actions of the entire University community will parallel the standards they set.

GOAL 2:

Establish a system of accountability to measure progress toward achieving the recommendations set forth in this report

1. The affirmative action office, or it's equivalent on each campus and at central administration, should be responsible for implementing an affirmative action plan designed to achieve employee representation which reflects a position of leadership among similarly situated institutions. Uniform reporting methods should be established in order to provide meaningful university-wide analysis.

2. Performance evaluations at every level should address demonstrated implementation of equity policies.

3. Each campus and central administration should report annually to the Board of Regents regarding the status of diversity concerns and progress made.

4. Exit interviews, or other methods of gathering information, should be established in order to determine whether equity issues have influenced the departure of any employee.

GOAL 3:

Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students, and administration.

1. Faculty and staff of color, as well as volunteers, are crucial role models. Incentives for active and successful affirmative action participation should be established. Establishment of vitae banks, use of minority directories, personal networking within fields of study and consortiums are recommended recruiting tools.

2. Candidates for University employment should be made to feel welcome on our campuses and in our local communities. Sincere and meaningful efforts should be made by the University and friends of the University to cooperate with local communities to develop and maintain the receptive social climate for all people of color, particularly those within the University family. Dual career family policies in cooperation with local business and industry are positive, desirable and recommended.

3. Mentoring and professional development opportunities for people of color should be encouraged and reviewed for effectiveness.

4. The reasons why people of color have declined offers of employment at the University should be determined and addressed.

5. Recruiting students of color nationally should be implemented, but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Effective formal and informal social support systems should be in place to improve student prospects for success and retention once on campus.

6. Student recruiting methods that are meaningful for bilingual families shall be developed and implemented.

GOAL 4:
Create and maintain a climate conducive to success for all peoples.

1. Unfair, illegal, and irrational discrimination should not be tolerated in any form within the University of Nebraska. Appropriate steps to eliminate this type of discrimination should be swift and effective

2. Every effort should be made to create a university campus climate which in all faculty, staff, and students feel respected and comfortable and in which success is possible and obtainable. Seemingly simple information is greatly appreciated--is there a grocery store nearby that stocks cultural foods or products; where can a student of color purchase personal grooming or health products; does the community have a cultural center. Highly visible programs are valuable, but thoughtful courtesy is priceless.

3. Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each campus as an important step toward maturity, balance, equity, social justice, and racial harmony.

GOAL 5:
Support and encourage a curriculum which manifests diversity as a sign of equality.

Academic freedom is grounded in the faculty's right to teach in an honest, challenging and progressive way. Academic freedom permits teachers to educate their students free from the pressures of dogma or the status quo. It encourages faculty to stimulate growth and maturity in students free from the peril of arbitrary termination of employment. Faculty should be encouraged to evaluate the present curriculum to insure that it is a

GOAL 5 (continued):

curriculum which accurately evidences a balanced reflection of the contribution of all peoples, regardless of culture, race, or ethnicity. A quality curriculum should include an appropriate balance.

Recognizing that not every field of study may lend itself to total integration of diversity, imaginative thought during the teaching process should encourage the consideration of diversity issues. Studies should consider implementing diversity issues, thoughts, and ideas that are cogent and meaningful when they present a more accurate depiction of those studies. Additionally, inclusion of diversity within the curriculum is desirable to properly prepare students for a successful career upon the completion of the university experience.

GOAL 6:
Achieve a meaningful improvement in awareness and sensitivity to diversity issues.

1. A program and atmosphere designed to raise awareness of diversity issues, increase sensitivity in general, to offer thoughtful approaches to the acceptance of diversity and to recognize the value of diversity should be available for all University staff, faculty, and administrators.

2. A similar program to achieve the goals and objectives as described above should be developed and implemented for the student body of the University in the areas apart from the curriculum and classroom environment. Successful participation and interaction in this program as it is developed in various ways, should be considered a desirable part of the university experience.

3. Workshops, seminars, speakers, forums, and festivals on cultural diversity for students, staff, faculty and Regents should be attended, supported and held with regularity.

Resolution Agreement with OCR for Preventing and Remedying Racial Harassment, University of Nebraska-Lincoln

10-30-1998

The University of Nebraska-Lincoln (University) and the Office for Civil Rights (OCR), U.S. Department of Education (Department), Kansas City Office, during the week of April 13, 1998, joined in a Partnership Review(1) of the University's policies and procedures to prevent and remedy racial harassment. The University and the OCR are both committed to ensuring an environment free of any form of illegal discrimination and harassment.

The University is a publicly funded land-grant institution and is committed to its leadership role and mission of teaching, research, and service. The University is committed to providing a high-quality education for all of our students. We are committed to ensuring that all students, faculty, staff, and others who come into contact with the University are treated with respect, free of discrimination and harassment, and are sustained in their activities at the University. The University is committed to achieving diversity as an integral part of providing a high-quality education. This Partnership agreement between the University and the OCR is intended to further these aims(2), and recognizes that there are many models or formulas to achieve these aims, or for building a positive climate on a campus that sustains all members of the University community.

The focus of the Partnership Review was to determine whether the University had developed and implemented procedures to prevent and remedy racial harassment. The review revealed that the University has already implemented procedures to prevent and remedy racial harassment. However, the University wants to continue to improve its methods to enhance educational services for all students. Based upon a joint assessment and recommendations provided by the University community during the review, th University and OCR agree to take the following actions to improve the University's current polices and procedures to prevent and remedy racial and other forms of illegal discrimination or harassment. (See footnote # 2.)

Policy/Grievance Procedures

The review revealed that the University's current policy/grievance procedures would be improved with the addition of a statement that delineates the duty of University officials to promptly investigate and take appropriate action on all reported violations of the policy. Additionally information regarding the range of possible penalties if the policy is violated should be added to the policy. The major stages of the complaint process should include time frames to ensure prompt investigations of complaints.

To achieve this aim, the University will form a committee during the first few weeks of the 1998-99 academic year, or no later than October 31, 1998(3), to assist in the revision and enhancement of these aspects of the current policy/grievance procedures. The committee will also be charged with an examination of the entire policy for other possible revisions. (See footnote #2.) The membership of the committee will be racially diverse to reflect the diversity of the University community. The committee will begin its work to incorporate the recommended changes and examine the policy/grievance procedures during the first semester of the 1998-99 academic year. The committee should be able to complete its task before the 1998-99 winter break, or no later than December 31, 1998(4). If the committee determines that other changes related to issues of racial harassment are needed in the policy/grievance procedures, a reasonable schedule to determine and implement those changes will be reported within the same time frame.

Dissemination of Policy/Grievance Procedures

The review revealed that some members of the University community are not familiar with the current policy and they are unaware of the places that the policy is currently disseminated. Some members of the University community also stated that, when they learned of an incident on campus revealed through the news media, they never received information that the incident had been addressed by the University and that any action had been taken to address the situation. Additionally, there will need to be a campus-wide effort to disseminate the revisions to the current policy delineated in the policy/grievance procedures sectionabove. These all point to the need to achieve greater familiarity and better understanding of the University's policies and actions.

To achieve this aim, the University will continue to disseminate the policy in the student bulletins(5) and in written communications to faculty and staff(6). The University will add information to the anti-discrimination posters (currently posted in every building on campus) regarding where to get copies of the policy. The University will have this done before the winter break of the 1998-99 fall semester, or no later than December 31, 1998(7). The University will continue to publish, when appropriate, press releases, electronic mail and other communications to the campus community regarding actions being taken to eliminate illegal discriminatory behaviors from the campus(8).

Investigative Actions

The review revealed that the current policy scheme of reporting informal resolutions of illegal discrimination could be improved. The policy currently calls for the reporting of informal resolutions on a yearly basis. The University and the OCR agree that a more frequent reporting cycle would enable the University to better respond to any possible problems occurring on the campus.

To achieve this aim, the University will change the current policy from a once a year reporting cycle to a two-stage reporting system. In the two-stage system, incident reports will be sent to the Director for Affirmative Action and Diversity Programs (AADP) contemporaneous with the occurrence of the incident and not longer than 10 working days after the occurrence. After the informal resolution of the incident, a complete report about the resolution of the incident will be sent to the AADP Office within 15 working days of the resolution. The University will develop this two-stage system before the winter break of the 1998-99 fall semester, or no later than December 31, 1998(9).

Educating the Campus Community

The review revealed a continued need to keep the campus community informed of their rights and responsibilities and to provide educational opportunities to build a better campus community. The review also revealed that there are some outstanding efforts within some units on campus to provide educational sessions on issues of inclusion, tolerance, and community building. The University and the OCR agree that the written communications currently being used by them are not currently keeping the campus community as informed of their rights and responsibilities as is desirable. They also agree that the current diversity educational efforts are not widespread enough on the campus.

To achieve this aim, the University will develop a coordinated effort to provide regular information sessions and other appropriate communication devices to inform the University community of their rights and responsibilities and other community building issues. The University will develop a program(10) designed to:

- Inform all University employees that supervise other employees about their responsibilities under the appropriate laws, regulations, and policies.
- Inform University members about their rights under the appropriate laws, regulations, and policies.
- Provide opportunities for members of the University community to dialogue about issues of living and working in the diverse community of the University and beyond.

The OCR and the University realize the limited resources of any public institution and are cognizant of technology changes that can enable the University to utilize various methods and means of achieving this aim. The University will develop an educational plan during the 1998-99 academic year to be completed no later than May 31, 1999, and implement the plan beginning in the 1999-2000 academic year.(11)

Reports to the OCR

The University will provide detailed reports during the period October, 1998 to July, 2000, to the OCR regarding its progress on achieving the aims of this partnership agreement. The University will report any obstacles to achieving these aims within a reasonable time in order to work with the OCR to overcome the obstacle. Copies of any procedures, plans, and committee membership will be provided as part of the reports to the OCR.

Signed

Dr. James Moeser 9 Sept 98
Chancellor
University of Nebraska-Lincoln
Lincoln, NE

Angela M. Bennett 10-30-98
Office Director
Kansas City Office
Midwestern Division

Footnotes

1. The Partnership Review (Case No. 07986003) was conducted pursuant to Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. section 2000d et seq., and its implementing regulation at 34 C.F.R. Part 100, which prohibit recipients of Federal financial assistance from the Department from discriminating on the basis of race, color, or national origin.

2. This Resolution Agreement between the OCR and the University is limited to issues related to racial harassment. Any language in this agreement regarding possible action to be taken beyond the scope of racial harassment are voluntary acts of the University and are not a part of this Resolution Agreement.

3. The University will provide a report to the OCR with the names, race, and position of the committee members.

4. The University will provide the OCR with a copy of the revised harassment policy and grievance procedures.

5. The University will provide copies of the 1999-2000 Student Bulletins no later than August 31,1999.

6. The University will provide a copy of the letter disseminating the revised policy and procedures to the faculty and staff no later than January 31, 1999.

7. The University will provide the OCR a sample of the revised posting information.

8. During the 1998-99 academic year the University will provide the OCR documentation pertaining to incidents of racial harassment that may have occurred during the 1998-99 academic year and copies of any relevant communications broadcast to the University community, by May 31, 1999.

9. See footnote number 4.

10. The University will provide a copy of the educational program plan to the OCR no later than June 30, 1999.

11. The curricula in the education plan will include the following:
    - a description of what constitutes racial harassment;
    - ways to prevent racial harassment;
    - methods to address racial harassment when it occurs;
    - information regarding how to report allegations of racial harassment, and
    - an overview of the informal and formal resolution processes of the University.

The University will provide documentation to the OCR summarizing the implementation of the education plan, including the names of trainers, content of the educational sessions, and participation by the University community. This documentation will be provided no later than June 30, 2000.

Last revised 11/23/1998

Policy Goals on Gender Equity

Board of Regents Policy Goals Pertaining to Gender Equity

Originally issued April 1991; re-confirmed December 1996

GOAL 1:

Achieve gender representation throughout the University of Nebraska, including faculty, staff, students and administration, which reflects a position of leadership among similarly situated institutions.

a. create incentives for departments in the recruitment of women

b. establish Equal Opportunity / Affirmative Action review of job searches before beginning and again after screening, and especially before offer of employment is made

c. implement continual, periodic EEO / AA training / educational programs for administrative personnel, designed to account for participation, which shall be strongly encouraged

d. implement continual, periodic EEO / AA training / educational programs for faculty and staff, designed to account for participation, which shall be strongly encouraged

e. encourage enrollment of women students in those fields of study in which women are now underrepresented

GOAL 2:

Facilitate hiring, career development, promotion, and retention of women faculty and staff.

a. develop a system of incentives to reward administrators and departments for increased hiring and promotion of women faculty, staff, and administrators, and increased enrollment of women students, where there are deficits; this should be initiated as part of the annual performance review

b. establish a pool of faculty lines for distribution, with consideration of need, to departments which are able to recruit outstanding women faculty, especially senior faculty and faculty in areas where women are now underrepresented

c. establish programs to assist with spousal employment

d. continue development of "family support" policies including relief from tenure timetable, family leave, day care, geriatric day care, etc.

e. encourage professional development opportunities and programs for women

f. continue pursuit of salary equity

GOAL 3:
Create and maintain a hospitable environment for women in the classroom and the workplace.

a. initiate appropriate education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc.

b. support workshops on women's issues

c. support mentoring of women faculty and staff

GOAL 4:
Improve and maintain a safer campus environment for all.

a. optimize campus safety, lighting

b. establish or direct channels for reporting and/or adjudication of student and staff sexual harassment complaints

c. find methods to improve student awareness of avenues for help, e.g. advertising in campus newspapers, production of fliers

d. encourage additional development of "self-help" programs to help with campus safety, such as dorm escorts, fraternity-sorority escorts, within-building staff-to-staff help

GOAL 5:
Establish open and effective channels for review of gender equity issues.

a. appoint Chancellor's Commission on the Status of Women for each campus and University-wide

b. establish Ombudsperson for each campus

c. support forums on women's issues at each campus

d. initiate regular central administration participation and oversight of EEO/AA activities through regular University wide meetings, possible central administration EEO/AA liaison individual (new or designated)

GOAL 6:
Establish and maintain appropriate data bases on gender equity.

a. establish exit interviews for faculty in the office of the academic vice chancellor

b. establish exit interviews for managerial/professional and office services personnel at Human Resources/Personnel

c. determine why women faculty and administrators decline offers from the University

d. establish proper and uniform format for reporting among the campuses and University Administration

GOAL 7:
Establish accountability for achievement of gender equity goals.

a. initiate appropriate education sessions for mangers, directors, department heads, and administrators on gender equity issues
b. include progress toward gender equity in annual performance reviews of administrators at all levels
c. annual report to Board of Regents
d. make gender equity a Board of Regents agenda item each year
e. evaluate implementation of performance reviews of managers at all levels, and of all ranks and descriptions, reflecting the views and evaluations of those under the direction of evaluations reviewed manager

Policy on Discrimination and Harassment

Policy and Procedures on Unlawful Discrimination, Including Sexual and Other Prohibited Harassment (http://www.unl.edu/unlpub/howto/100/115.html#harassment)

Preface

The University of Nebraska-Lincoln has an institutional obligation to provide a place where persons can work and study free of illegal discrimination. More specific aspects of that obligation are defined by TitlesVI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1978, the Americans with Disabilities Act of 1990, and the Age Discrimination inEmployment Act, among other federal and state laws, agency regulations and judicial interpretations.

In addition to its legal obligations, the University of Nebraska-Lincoln is a community which, within legal restraints, may establish norms of behavior to govern the interaction of individuals within the community. These norms may, and often do, go beyond enforcement of any legal obligation established for the University as an institution. This document provides fair procedures for applying these norms and for resolving disputes between members of the University community relating thereto. In establishing these procedures the University does not accept legal responsibility for the behavior of individuals which may contravene the norms established in this document, nor does it intend to extend its institutional responsibility beyond that already imposed by law.

Nothing in this document shall be construed to violate the guarantees of academic freedom or other rights established by the First Amendment to the U.S. Constitution.

1. Policy

1.1. Introduction

The University of Nebraska-Lincoln (UNL) seeks to achieve a working and learning environment that is open to all people. Diversity is one hallmark of great institutions oflearning and has long been one of the strengths of our society. Dignity and respect for all in the UNL community is the responsibility of each individual member of the community. The realization of that responsibility across the campus is critical to UNL's success.

1.2. Policy

UNL has a policy of equal educational and employment opportunities and of nondiscrimination in the classroom and workplace. Educational programs, support services and workplace behavior, including decisions regarding hiring, promotion, discipline, termination and all other terms and conditions of employment, should be made without discrimination on the basis of race, color, religion, sex, national origin, age, disability, veteran status, marital status or sexual orientation. No person should be subject to retaliation for seeking a review of a complaint of discrimination, for participating in an investigation of such a complaint, or for seeking redress for discrimination. One of the purposes of this document is to implement this policy.

1.3. Authority and Jurisdiction

Any student, employee or other invitee (e.g. vendor, volunteer, program spectator) shall have access to these procedures when concerns arise about discrimination, as described in this document. These procedures do not exempt supervisors or administrators from responsibility to exercise proper authority in achieving and maintaining an atmosphere of equity and professional conduct in their administrative units. A supervisor or an administrator may take disciplinary action, consistant with other University policies and procedures, to correct harassing or discriminating situations, notwithstanding any other provision of this document. An attempt to reach resolution through the informal procedures contained in this document does not jeopardize the ability to pursue a subsequent formal complaint, nor is it mandatory that the informal procedures be attempted prior to filing formally as described in Section 3 of this document. Miscellaneous provisions and definitions are included at the end of the document.

2. Policy Implementation - Informal Procedures

2.1. Options

Members of the UNL campus community who believe they have been discriminated against may choose to pursue one or more of the following informal options. Exercising these options does not preclude the person from pursuing formal procedures within or external to UNL.

2.1.1. Make a clear verbal or written statement to the respondent that the behavior is not welcome and that it should stop;

2.1.2. Ask for help through the appropriate administrative structure, for example, the chair, dean, director, vice chancellor, or other supervisor of the complainant or the respondent;

2.1.3. Seek assistance through the following existing campus structures that can give meaningful adviceand/or that have provisions for informal resolution of such conflicts:

2.1.3.1. Students:

- Student Ombudsperson (located in office of the Vice Chancellor for Student Affairs, 124 Canfield Administration Building, 472-9292);

- Counseling and Psychological Services (located in the University Health Center, 15th & U Streets, 472-7450);

- Women's Center (340 Nebraska Union, 472-2597);

- Student Judicial Affairs (located in the office of the Vice Chancellor for Student Affairs, 124 Canfield Administration Building, 472-3620);

- Office of Affirmative Action and Diversity Programs (located in 127 Canfield Administration Building, 472-3417);

- Academic Rights and Responsibilities Committee (reached through current chair listed in Centrex under Academic Senate or through Senate Office at 472-2573).

2.1.3.2. Office/Service, Managerial/Professional Staff:

- Staff Ombudsperson (located in Department of Human Resources, 407 Canfield Administration Building, 472-3101);

- Employee Assistance Program (located at 700 N. 16th, 472-3107);

- UNL Grievance Committee (located in the Department of Human Resources, 407 CanfieldAdministration Building, 472-3101);

- Office of Affirmative Action and Diversity Programs (located in 127 Canfield Administration Building, 472-3417);

- Academic Rights and Responsibilities Committee (reached through current chair listed in Centrex under Academic Senate or through Senate Office at 472-2573).

2.1.3.3. Faculty:

- Academic Rights and Responsibilities Committee (reached through current chair listed in Centrex under Academic Senate or through Senate Office at 472-2573).

- Employee Assistance Program (located at 700 N. 16th, 472-3107); Office of Affirmative Action and Diversity Programs (located in 127 Canfield Administration Building, 472-3417).

2.2. *Outcomes*

Informal resolution may include, but is not limited to, the following voluntary options, if agreed to by the affected parties (see also Section 1.3):

- agreement as to the nature of the conflict and its resolution;
- oral or written promise that the behavior will stop or will not occur in the future;
- oral or written apology;
- correction of employment decisions, consistent with University policies and procedures, made as a result of the misconduct;
- arrangement to move one of the parties to a different work area;
- agreement about consequences for the accused;
- agreement about subsequent actions if the agreement is broken.

2.3.

Actions necessary to an informal procedure shall be taken promptly and completed, if possible, within 20 working days of the time the complaint is brought forth. The filing of a complaint in a judicial or administrative forum outside of UNL shall not halt or otherwise alter the informal resolution process within UNL.

3. Policy Implementation - Formal Procedures

3.1. *Formal Complaints*

When the complainant wishes to forego an informal resolution, or when informal resolution fails, the complainant may file a formal complaint. Should the complainant's allegations provide the basis to file a formal complaint under more than one UNL grievance resolution procedure, the complainant must choose and file under only one procedure.

3.1.1. ADA Complaints.

For complaints concerning discrimination based upon disability, the ADA/504 Compliance Officer in the Office of Affirmative Action and Diversity Programs, located in 127Canfield Administration Building (472-3417) shall be contacted to access the separate formal grievance procedure governing disability issues.

3.1.2.

The filing of a complaint in a judicial or administrative forum outside of UNL shall not halt or otherwise alter any formal resolution process within UNL.

3.2. *Filing a Formal Complaint*

A formal complaint must be filed within one year of the activity alleged to violate this policy, and shall set forth in writing a request for formal proceedings; the basis of the complaint; a specific description of the conditions, facts, events or circumstances upon which the complaint is based; and the remedy sought. The complaint must be signed by the complainant, and must also contain the name, mailing address and phone number at which the complainant may be reached. The formal complaint may be filed directly with a hearing committee (Section 3.4 below) or with the Office of Affirmative Action and Diversity Programs (AA/DP). On receipt of the formal complaint, the AA/DP shall conduct a preliminary investigation. If the complainant files a complaint directly with a hearing committee (Section 3.4 below), the AA/DP will be asked by that committee to conduct the preliminary investigation.

3.3. *AA/DP Preliminary Investigation*

Within 15 working days of the receipt of the complaint from either the complainant or a hearing committee, the AA/DP shall determine through a preliminary investigation whether it finds a basis for a complaint under this policy. The results of this investigation shall be presented to the complainant, the respondent, and the hearing committee. The hearing committee may consider the preliminary investigation report as evidence at the hearing.

3.4. Hearing Committees

A complainant may file a formal complaint with one of the committees listed below; alternatively, if the complaint is filed with AA/DP, AA/DP shall, within 15 working days of its receipt, forward the complaint with the results of the preliminary investigation to one of the following.

3.4.1. The chair of ARRC, for complaints against a member of the Academic/Administrative staff (as defined in Section 3.1.1.1 of the Bylaws of the Board of Regents of the University of Nebraska &X'B0."Regents Bylaws"&X'6A.), and Other Academic Staff (as defined in Section 3.1.1.2 of theRegents Bylaws) ARRC shall also receive complaints filed generally against UNL as an institution, when a complainant seeks institutional action as a remedy to alleged discrimination. The Code of Procedures for Professional Conduct-A of the ARRC shall govern formal complaint proceedings filed under this Section.

3.4.2. UNL Grievance Committee (through the Department of Human Resources) for complaints against members of the Managerial/Professional staff (as defined in Section 3.1.1.3 of the Regents Bylaws) or Office/Service staff (as defined in Section 3.1.2 of the Regents Bylaws). Under those circumstances in which a member of the Academic/Administrative staff is acting in a non-academic capacity, a complaint may be filed with this committee. The Department of Human Resources shall adopt written procedures which are generally consistent with the Code of Procedures for Professional Conduct-A of the ARRC to govern formal complaint proceedings filed under this Section.

3.4.3. The Student Judicial Board (through the Office of Student Judicial Affairs) for a complaint filed against a student. Students occupy a variety of roles within the university setting. They may be engaged in traditional classroom study; they may be employees engaged in a variety of work opportunities at UNL; or they may be acting in an instructional role as a teaching or research assistant. The AA/DP, in its discretion, will refer a complaint filed against a student to the committee described above, which most closely fits the role in which the student was acting when the alleged violation took place. The University Disciplinary Procedures applicable to misconduct under the Student Code of Conduct shall govern formal complaint proceedings filed under this Section.

3.4.4. Augmented Committees.

3.4.4.1. Should the complainant before the ARRC be a person other than a member of Academic/Administrative or Other Academic Staff, the hearing committee appointed shall be augmented by three members of the committee to which the complaint would have been referred had the complainant been formally charged under this Policy and Procedures. The chair of ARRC shall select the additional members for the augmented committee, who will participate fully in discussions, hearings, and deliberations. If the opinion of the students or staff added to the hearing committee differs from that of the regular committee, their opinion and the rationale for that opinion shall be included in the report of thecommittee.

3.4.4.2. Should the complainant before the UNL Grievance Committee be a person other than a member of Managerial Professional Staff or the Office/Service Staff, the membership of the UNL Grievance Committee shall be augmented by two members of the committee to which the complaint would have been referred had the complainant been formally charged under this Policy and Procedures. The Director of Human Resources shall select the additional members for the augmented committee. Further, the Director shall designate one person of the UNL Grievance Committee to act as chair.

3.4.4.3. No changes or additions to the Student Judicial Board membership shall be made in consideration of the complainant's relationship to UNL. When this document refers to the chair of the hearing panel, the student chair and the faculty chair shall coordinate their efforts to accomplish the duties of the chair for purposes of this procedure.

4. Particular Policy Amplifications

4.1. Prohibitions

4.1.1. Discrimination.
The University of Nebraska-Lincoln shall not discriminate based upon race, color, religion, sex, national origin, age, disability, veteran status, marital status or sexual orientation, except to the extent that such factors may conflict with bona fide occupational qualifications.

4.1.2. Discrimination in the Form of Sexual Harassment.
It is the policy of the University of Nebraska-Lincoln that no member of the UNL community may sexually harass another. Sexual harassment is a form of discrimination based upon gender. It is prohibited at UNL and is subject to the procedures and sanctions contained in this policy. Sexual harassment is unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; or
2. Submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

4.1.3. Discrimination in the Form of Prohibited Harassment Based Upon Protected Status.
Contributing to the creation of a hostile environment for any UNL student or employee based upon his or her race, color, religion, sex, national origin, age, disability, veteran status or sexual orientation is a form of discrimination prohibited by this policy. No person shall contribute to a hostile or abusive environment at UNL based upon race, color, religion, sex, national origin, age, disabilty, veteran status, marital status or sexual orientation (collectively "protected status") by engaging in harassing conduct (e.g. physical, verbal,

graphic, or written) that is unwelcome and sufficiently severe, pervasive or persistent so as to clearly interfere with or limit the ability of (1) a student to participate in or benefit from the services, activities or privileges provided by UNL; or (2) an employee to engage in his or her work duties. UNL shall not knowingly cause, encourage, accept, tolerate or fail to correct such a hostile environment. By authorizing a complaint against a person contributing to a hostile environment based these procedures provide one method of implementing UNL's responsibility. Speech protected by the First Amendment to the Constitution of the United States shall not be subject to sactions under this section or any other section of this policy.

Whether conduct constitutes a hostile environment must be determined from the totality of the circumstances. The harassing conduct must be severe, pervasive or persistent. Generally, the severity of the incidents needed to establish a hostile environment varies inversely with their pervasiveness or persistence. The context, nature, scope, frequency, duration, and location of the harassing incidents, as well as the identity, number, and relationships of the persons involved should be considered.

4.1.4. Discrimination in the Form of Hostile Institutional Climate.
The University of Nebraska-Lincoln recognizes its responsibility to provide to its students, employees and others considered members of the UNL community, in all of its facilities and programs, an environment which permits such persons the opportunity to successfully engage in study or perform work duties.

Should any such environment become hostile in relation to one's race, color, religion, sex, national origin, age, disability, veteran status, marital status or sexual orientation, such that it unreasonably interferes with an individual's ability to engage in study, work or other UNL business, then such an individual may seek redress against UNL (Section 3.4), as an entity in and of itself, under this policy for knowingly failing to maintain the appropriate work/study environment.

4.1.5. Academic Freedom.
Academic freedom does not protect persons who discriminate against or harass others on the basis of race, color, religion, sex, national origin, age, disability, veteran status, marital status or sexual orientation. However, discussion or inclusion of germane, sensitive issues such as those relating to sexual relationships or race relations within the context of teaching, research, extension or other academic activities does not constitute harassment based upon academic material.

4.2. Consensual and Domestic Relationships

UNL policy requires recusal (the relinquishment of the supervisory role; see also Definition 7.6) when supervisory or evaluative relationships exist between members of the university community who share sexual, romantic, or domestic relationships. This policy covers, but is not limited to, persons in the following professional relationships: line officers and faculty; faculty and students; tenured and non-tenured faculty; graduate assistants and students; supervisors and the employees they supervise; and student or employee and administrator, coach, advisor, counselor, or residential staff member who has supervisory responsibility for that student or employee.

4.2.1.

Such work or academic relationships typically involve a power differential that makes mutual consent inherently suspect and that raises questions of conflict of interest. Maintaining either the appearance or the reality of impartiality in the face of such a relationship is equally difficult. As described in Definition 7.6, should a personal relationship develop between members of the UNL community who are also in a supervisory or an evaluative relationship, the person in the position of greater authority shall recuse himself or herself; that is, shall relinquish (with or without explanation) the supervisory or evaluative role and make suitable arrangements for the objective performance or academic evaluation of the other. Much the same procedure is already in practice when members of the same family find themselves in situations in which one supervises the other.

4.2.2.

In the event that recusal as described would seriously and adversely disadvantage the academic or professional future of the person under supervision or evaluation, the supervisory or evaluative relationship may be retained when provision is made with the next higher administrative officer for objective oversight of the performance.

4.2.3.

Any person may file charges of professional misconduct with the ARRC or Grievance Committee against a person who fails to recuse him/herself or to establish an objective oversight process in accordance with these procedures.

4.2.4.

When recusal occurs, the person whose work is being supervised must be informed of the recusal in writing.

4.3. Time Requirements

Throughout this policy, certain time limits are set out to encourage prompt resolution of discrimination complaints. The Director of AA/DP may expand any time requirement contained in this policy when he or she determines that such an expansion is necessary to meet the requirements of institutional responsibility or to serve the interests of fairness.

5. Record-Keeping

5.1.

Because this document establishes procedures for informal resolution of questions or concerns about discrimination through a variety of UNL organizations, the issue of confidentiality is of major significance. It is desirable that, whenever possible, discrimination issues be resolved with minimum personal trauma or embarrassment and maximum effectiveness. Thus, extensive documentation is not necessarily desirable. However, it is equally important that a mechanism exist by which problematic situations are identified and recorded even if formal procedures are not pursued.

5.2. Informal Resolution Records

In order to achieve a balance that accommodates both sides of this question, when informal attempts to resolve discrimination issues are undertaken by any UNL body or office, a record shall be kept of each incident, as follows:

5.2.1.
a brief description of the circumstances shall be made, noting the administrative unit and the principal parties involved;

5.2.2.
unless otherwise prohibited by the laws protecting client/patient confidentiality, all such descriptions shall be forwarded to the Office of AA/DP for review and archiving at the end of each Spring semester. Such records shall be retained in accordance with AA/DP's record retention procedures. Any record kept by UNL officials of informal resolution efforts shall be consistent with Regents and UNL Bylaws governing confidentiality and rights of access.

5.2.3.
UNL may initiate an appropriate response against an individual or an administrative unit if a pattern of inappropriate behavior becomes apparent.

5.3. Formal Procedure Records

As soon as practicable following the completion of any formal complaint procedure, the committee (or the Chancellor in the case of an appeal to that office) possessing the records relating to the complaint shall deposit them with the AA/DP for keeping in accordance with AA/DP's record retention procedures. Any record kept by UNL officials of formal resolution efforts shall be consistent with Regents and UNL Bylaws governing confidentiality and rights of access.

6. Miscellaneous Provisions

6.1. Academic Freedom and Responsibility

The principles of academic freedom and academic responsibility are outlined in Board of Regents Bylaws 4.1. and 4.2, and establish the tenets of academic scholarship and its attendant rights and responsibilities, with which this policy is consistent. Also see Section 4.1.5. of this policy.

6.2. Confidentiality

Participation in a faculty, staff, or student advising, conciliation, or adjudication effort makes one privy to sensitive information involving the personal and professional lives of members of the UNL community. Therefore, such service carries with it special obligations to keep confidence. Sections 2.5.2, 2.5.4, and 2.5.6 of the UNL Bylaws are particularly relevant to anyone approached under these procedures for advice or informal resolution of discrimination concerns. However, this duty of confidentiality does not preclude the authority to conduct a meaningful investigation or to communicate with the principal parties' line officers or other supervisors.

6.3. Retaliation

UNL shall not retaliate against any person for alleging discrimination, or for participating in an investigation of such allegations. However, certain activities are not protected under this section. Bringing formal or informal complaints under this policy does not give any employee the right to engage in insubordinate and disruptive behavior which exceeds the limit of reasonable opposition. An attitude and atmosphere of civility shall be maintained by all parties to a complaint at all times, under all circumstances.

6.4. Severabilty

If any provision of this policy and procedure shall be determined to be void, invalid, unenforceable, illegal or contrary to overriding University of Nebraska or UNL policy, it shall be ineffective only to the extent of such prohibition, and the validity and enforceability of all the remaining provisions shall not be affected.

7. Definitions

7.1. ARRC (Academic Rights and Responsibilities Committee)

As described in the Academic Senate Syllabus of Committees, the Academic Rights and Responsibilities Committee consists of five elected faculty members, and was established to receive and adjudicate, through Special Hearing Committees, complaints of grievance, academic freedom and tenure, or professional conduct. Special Hearing Committees submit their reports to the Chancellor (grievance, professional conduct) or the Board of Regents (academic freedom and tenure). A Special Resource Group also exists within the committee structure, whose functions include informal, confidential conciliation efforts.

7.2. Complainant

A complainant is anyone who seeks advice, conciliation, or other informal or formal resolution of an alleged incident of discrimination.

7.3. Employee Assistance Program (EAP)

The EAP consists of a staff of counselors with advanced clinical degrees and a wide range of experience, available to assist with personal or work-related concerns. Inquiries to and assistance by this office are confidential.

7.4. UNL Grievance Committee

Coordinated by the Department of Human Resources, this is a standing committee, appointed by the Chancellor, from which rotating 3-member subcommittees receive, investigate, and recommend to the Chancellor on matters affecting the Office/Service and Managerial/Professional staff.

7.5. Office of Affirmative Action and Diversity Programs (AA/DP)

The office with the following responsibilities that pertain to this policy: fielding inquiries regarding potential discrimination situations, assisting with informal resolutions (Section 2), and assisting with preparation of formal complaints (Section 3). All contacts are handled confidentially, except to the extent that knowledge of certain types of harassment requires that this office take official action (e.g. sexual assault requires notification of police). In addition, this office responds to EEOC complaints, that are beyond the scope of this document. The AD/DP Office conducts diversity, affirmative action, and sensitivity training workshops for campus units and search committees. It also provides diversity programming for the UNL community and beyond.

7.6. Recusal

Recusal is the voluntary relinquishment of the supervisory role when a personal relationship develops between individuals within the UNL community who are linked by supervisory relationships. This recusal may occur without explanation, but it must occur, regardless of the status of the individuals involved (i.e. administrator-faculty, administrator-staff, faculty-student, faculty-staff, staff-staff, student-student).

7.7. Resolution - Informal

Informal resolution is conciliation reached between two people, either on their own or with the assistance of a third person. Several UNL committees or offices (see Section 2) have authority to designate a third person for this purpose. By definition, informal resolutions do not include the imposition of sanctions, but they may involve mutually agreed upon consequences. Each of the committees and offices listed in Section 2.1.3 has its own procedures that include informal efforts to resolve conflict. In general, informal efforts to resolve discrimination disputes involve only a brief request for assistance; an attempt to reach agreement between the two parties involved; some consequences, as appropriate and as agreed upon by all parties; and a record which identifies parties, describes the situation and departments involved. This information is presented to AA/DP once each year, at the end of the Spring semester, or at any time if circumstances appear to warrant it. Several reports of a similar nature would trigger AA/DP to initiate an inquiry for clarification or possible action, as appropriate.

7.8. Resolution - Formal

A formal resolution consists of a formal complaint and includes investigations of allegations, a hearing subject to the appropriate due process protections, and sanctions appropriate to findings of facts. Formal complaints may be filed prior to, during, and after, but not concurrent with an informal resolution.

7.9. Respondent

A respondent is anyone accused of discrimination against another individual (here, complainant); use of this term does not imply a judgment of guilt.

7.10. Sanctions

A sanction is the forced imposition of disciplinary action, ranging from verbal reprimand to termination of employment. Sanctions cannot be imposed as part of an informal resolution of a complaint pursuant to Section 2 of this policy. This shall not preclude the ability to reach mutually agreed upon outcomes or action through conciliation as part of an informal resolution.

7.11. Staff Ombudsperson

The Staff Ombudsperson is the person within the Department of Human Resources who provides confidential assistance to staff employees needing advice or help with informal resolution of difficulties within the context of their employment. A neutral resource rather than an advocate, the Staff Ombudsperson helps develop options and approaches to constructive problem-solving.

7.12. Student Ombudsperson

The Student Ombudsperson is the person, within the office of the Vice Chancellor for Student Affairs, who assists student members of the UNL community with concerns about their rights and the policies and procedures of UNL. Assistance may be given in the informal resolution of academic, administrative or personal problems, and may take the form of listening, mediating and/or resolving complaints or grievances, and making recommendations.

7.13. Institutional Responsibility

This policy has been approved for the purpose of providing procedures at the University of Nebraska-Lincoln whereby individuals may seek redress of grievances alleging unlawful discrimination and sexual harassment. In addition to the procedures provided in this policy, UNL, acting through the Chancellor and UNL Office of Affirmative Action and Diversity Programs, has responsibility to investigate and, if warranted, act upon matters of apparent or suspected unlawful discrimination or sexual harassment (even in the absence of a complaint under this policy) when there is reasonable cause to believe there has been a violation of UNL's policy prohibiting unlawful discrimination, including sexual and other prohibited harassment.

Diversity scholarship and internship information

Diversity Study Abroad Scholarship

The University of Nebraska-Lincoln recognizes the importance of increasing the diversity of participation in all University programs (Diversity for purposes of this scholarship refer to ethnic minority groups, people with disabilities, and other under represented groups.). International Affairs is offering limited financial assistance in the form of scholarships (of varying amounts) to promote and support diversity in UNL Study Abroad Programs. Students of color and students with disabilities are strongly encouraged to apply.

Eligibility Requirements:

- Potential impact upon increasing participant diversity in UNL study abroad programs.
- Willingness, upon returning to UNL, to assist in recruiting students to increase participant diversity in UNL study abroad programs. A specific plan of intent mentioned in your personal statement would be looked upon favorably by the selection committee.
- UNL student applying to a any UNL-sponsored study abroad program.
- Other criteria that may be considered include: academic merit
  - ⇒ maturity and the ability to adjust to student life in a foreign setting
  - ⇒ potential impact upon the particular study abroad program
  - ⇒ potential impact upon the host foreign institution and the host country
  - ⇒ extracurricular involvement and leadership
  - ⇒ financal need.

Application Requirements:

- One page statement indicating why you believe you should be selected for this scholarship. Your statement should address the criteria above with special reference to the first two requirements listed. Forms can be obtained from International Affairs.
- A recommendation form completed by a UNL faculty member or administrator who is best suited to address theselection criteria. Forms can be obtained from International Affairs.
- A completed study abroad application for UNL study abroad program of your choice. Application Deadline: March15, to study in the Full or Summer October 15, to study in the Spring or Winter Notification will be given within 30 days of the application deadline.

International Affairs recognizes that individuals with disabilities may have special needs or concerns when applying to or participating in study abroad programs. We encourage these students to contact a study abroad advisor in our office for more information or programs that might meet their individual needs.

Human Rights and Human Diversity-Summer Internships

The interdisciplinary initiative on Human Rights and Human Diversity announces the possibility of summer internships for graduate students. The program may award 4-6 subsidized internships at public or private agencies dealing with human rights and human diversity.

Application Guidelines

1. Applicants must be making good progress in a graduate degree program in any academic unit at UNL.

2. They should indicate in an application of not more than 2 pages double spaced: a) the primary focus of their graduate work; b) why they wish to do an internships; c) their first, second, and third choices as to type of internships desired (for example: international agency dealing with human rights from a legal or political view; American agency dealing with gender issues; foreign agency dealing with indigenous peoples, etc.).

3. The application must be accompanied by a supporting letter from a graduate faculty member in the student's primary area of study, along with the student's curriculum vitae, and any other relevant supporting information--e.g., class papers done on a related topic.

Program Responsibilities

1. The program will make a timely and good faith effort to find a satisfactory internships in keeping with the application for selected students.

2. The program will make a financial award to help underwrite the costs of the internships, in keeping with the nature and location of the agency desired. The size of the award will vary according to the particulars of the situation. It is anticipated that awards may range from approximately $3,000 to perhaps $5,000.

3. The program will make a good faith effort to arrange academic credit for the internships, under the notation of course 891, independent study, if the student so desires.

Student Responsibility

1. The student agrees to give timely notification to the program of acceptance or rejection, once the program notifies the student of what agencies are available for internships.

2. Once the student agrees to the internships, the student agrees to carry out the internships in a way that brings credit to the UNL program on Human Rights and Diversity.

Direct questions, requests for application materials, and deadline information to David Forsythe: 472-1690.

Campus Resources on Diversity

Chancellor's Commission on the Status of People of Color (CCSPC)
Rodrigo Cantarero
315 Architecture Hall
City Campus 0105
2-9278
rfc@unl.edu

Chancellor's Commission on the Status of Women
Dr. Barbara LaCost
1213 Seaton Hall
City Campus 0638
2-0988
blacost1@unl.edu

Ethnic Minority Affairs Committee (EMAC)
Dr. Terri Gutkin
117 Bancroft Hall
City Campus 0345
2-1154
tgutkin1@unl.edu

Dr. Harold Keller
116B Bancroft Hall
City Campus 0345
2-6204
hkeller1@unl.edu

Faculty Women's Caucus
Dr. Ann Mari May
349 CBA
City Campus 0489
2-3369
AMAY1@unl.edu

Dr. Susan Hallbeck
175 Nebraska Hall
City Campus 0518
2-2394
SHALLBECK1@unl.edu

Multi-Cultural Affairs
Jimmi Smith
220 Canfield Admin
City Campus 0498
2-2027
jsmith3@unl.edu

Committee on Gay, Lesbian, Bisexual, Transgender Concerns
Dr. George Wolf
313 Andrews Hall
City Campus 0333
2-1845
GWOLF1@unl.edu

Human Rights Committee (Academic Senate)
To Be Announced
420 University Terrace
City Campus 0684
2-2573

Institute of Agriculture and Natural Resources (IANR) Multicultural Task Force
Dr. Edna McBreen
202 Agricultural Hall
East Campus 0708
2-2871
agvc005@unlvm.unl.edu

Teachers College Equity Committee
Dr. Jim O'Hanlon
231 Mabel Lee Hall
City Campus 0234
2-5401
johanlon1@unlinfo.unl.edu

Affirmative Action and Diversity Programs
Linda Crump
128 Canfield Admin
City Campus 0437
2-3417
lcrump1@unl.edu

International Affairs
Dr. Merlin Lawson
420 University Terrace
City Campus 0682
2-5358
iaffairs@unl.edu

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Minority Graduate Fellowship Program
Dr. Merlin Lawson
301 Canfield Admin
City Campus 0434
2-2875
MLAWSON1@unl.edu

Summer Undergraduate Research Opportunity Program (SUROP)
Dr. Keith D. Parker
730 Oldfather Hall
City Campus 0324
2-7973
KPARKER1@unl.edu

Crossroads Mentoring Program
Yvette Rosenberg
220 Canfield Admin
City Campus 0403
2-5424
YROSENBERG1@unl.edu

Counseling and Psychological Services
Dr. Luis Diaz-Perdomo
Dr. Marty Ramirez
Room 213 , University Health Center
City Campus 0618
2-7450

Services for Students with Disabilities
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Community Resources on Diversity

Asian Community & Cultural Center
Maria Vu
140 South 27th St., Suite D
Lincoln, NE 68510
(402) 477-3446

Clyde Malone Community Center
Christina Godfrey
2032 U Street
Lincoln, NE 68503
(402) 474-1110

Hispanic Community Center
Joel Gajardo
2300 O Street
Lincoln, NE 68510
(402) 474-3950

Lincoln Indian Center
Randy Ross
1100 Military Road
Lincoln, NE 68508
(402) 438-5231

PFLAG (Parents, Family, and Friends of Lesbians and Gays)
Barbara Kimberly
P.O. Box 30128
Lincoln, NE 68503-0128
(402) 434-9880

Lincoln-Lancaster Women's Commission (LLWC)
Bonnie Coffey
2202 S. 11th St., Suite 110
Lincoln, NE 68502
(402) 441-7716

Rape/Spouse Abuse Crisis Center
Marcee Metzger
2545 N Street
Lincoln, NE 68510
(402) 476-2110
(402) 475-7273 (crisis line)

League of Human Dignity
Mike Schafer, CEO
1701 P Street
Lincoln, NE 68508
(402) 441-7871

Lincoln YWCA
Connie Benjamin
1432 N Street
Lincoln, NE 68508
(402) 434-3494

Lincoln YMCA
1039 P Street
Lincoln, NE 68508
(402) 434-9200

Lincoln Interfaith Council
Rev. Dr. Norman E. Leach
140 South 27th St, Suite B
Lincoln, NE 68510
(402) 474-3017

Interchurch Ministries of Nebraska
Fred E. Loder, Interim Exec. Sec.
215 Centennial Mall South, #411
Lincoln, NE 68508
(402) 476-3391

Citizens Against Racism and Discrimination
Dan Williams
2020 S. Cotner Blvd.
Lincoln, NE 68502
(402) 483-6108

Islamic Foundations of Lincoln
Mohammed Naser
3636 North 1st St.
Lincoln, NE 68521
(402) 474-0712 or (402) 475-0475

Jewish Foundation of Lincoln
PO Box 67218
Lincoln, NE 68508
(402)489-1015

UNL Affirmative Action and Diversity Videotape Catalogue Listing

Available for faculty use from Affirmative Action and Diversity Programs, 127 Administration Building, (402)472-3417.

Subject	Title	Time
DISABILITIES:	*"Interviewing Individuals with Disabilities: Techniques for a Better World"*	
	A Video Guide to (Dis)Ability Awareness	0:25:00
	Emerging Letters	0:21:00
	How Difficult Can This Be?	1:10:00
	Just Like Me	0:15:00
	Nobody is Burning Wheelchairs	0:15:00
	Working Together: People with Disabilities and Computer Technology	0:14:25
DISCRIMINATION:	Tale of "O"	0:20:00
RACISM/ ETHNICITY ISSUES:	The Rise in Campus Racism	0:58:00
	The Rise in Campus Racism: Causes & Solutions	2:00:00
	Cultural Specific Strategies Counseling	1:45:00
	Recruiting and Retaining Minority Students, Faculty, and Administrators	
	Cultural Identity Development (2 Copies)	
	Hispanic Issues In Higher Education - The Politics, Prerequisites and Presumptions	1:04:00
	Tanto Tiempo	0:26:00
	Beyond Black and White	0:26:00
	The Trained Chinese Tongue	0:20:00
	Perfect Image	0:30:00
	Mother of the River	0:28:00

Subject	Title	Time
	It Starts With A Whisper	0:28:00
	Recruiting & Retaining Minority Students, Faculty, & Administrators	2:00:00
	Timing Is Everything	0:55:00
	Diversity in Higher Education: Can We Meet the Challenge?	2:00:00
	Beyond the Dream: A Celebration of Black History	1:30:00
	Beyond the Dream II: A Celebration of Black History	2:00:00
	Beyond the Dream III: A Celebration of Black History - The Global Perspective	2:00:00
	Beyond the Dream IV: A Celebration of Black History - Understanding the Future	2:00:00
	Beyond the Dream V: A Celebration of Black History - The Writers, The Stories, The Legacy	2:00:00
	Beyond the Dream VI: A Celebration of Black History - Blacks in Politics "A Struggle for Inclusion"	2:00:00
	Beyond the Dream VII: A Celebration of Black History - The Vanishing Black Male / Saving our Sons	2:00:00
	Beyond the Dream VIII: A Celebration of Black History - Successful Blacks in the American Business & Entrepreneurial World	2:00:00
SEXUAL HARRASSMENT:	All the Wrong Moves	0:23:00
	Myths vs. Facts (2 Copies)	0:30:51
	Sexual Harrassment in the Academis Workplace	
	A Word in Edgewise	0:26:00

Subject	Title	Time
	It Starts With A Whisper	0:28:00
	No Means No	0:13:00
SEXUAL ORIENTATION:	Understanding the Needs of Gay, Lesbian, and Bisexual Students	0:58:00
GENDER ISSUES:	Perfect Image	0:30:00
	It Starts With A Whisper	0:28:00
	Mirror, Mirror	0:17:00
	No Means No (Date Rape)	
	Women in American Life Prgram 1: 1861 - 1880: Civil War, Recovery, and Westward Expansion	0:15:16
	Women in American Life Program 2: 1880 - 1920: Immigration, New York, and New Roles	0:16:19
	Women in American Life Program 3: 1917 - 1942: Cultural Image and Economic Reality	0:17:14
	Women in American Life Program 4: 1942 - 1955: War Work, Housework, and Growing Discontent	0:14:52
	Women in American Life Program 5: 1955 - 1977: New Attitudes Force Dramatic Changes	0:24:36
MISCELLANEOUS:	Jeff Raz	0:14:00
	LLEAD - EEOC - Selection Process	
	EEOC and AA	0:15:00
	Valuing Diversity 3	
	Voices and Stories and EDC Anthology	0:24:00

Subject	Title	Time
	Boundaries and Trouble Behind	
	Diversity in Higher Education: Can We Meet the Challenge	2:00:00
	Recruiting & Retaining Minority Students, Faculty, and Administrators	2:00:00

Selected Annotated Bibliography

Adams, M. (1992). Cultural inclusion in the American college classroom. In *New Directions in Teaching and Learning, 49.*

> The traditional college classroom has a distinct culture that often constrains the success of students from other cultural backgrounds. Traditional culture has remained unnoticed because the mismatch with student's culture is never identified, and there is a general absence of conscious cultural identity among European American students. The call for multiculturalism depends on faculty's acceptance and implementation, but it is difficult for faculty to see beyond their own acculturation. A college teacher's explicit and ongoing attention to the cultural assumptions behind many aspects of classroom teaching will facilitate the learning process for students from all cultural traditions. This does not necessarily mean dismantling of traditional teaching; rather, teachers could incorporate flexible, alternative teaching modes in order to engage the broad range of diverse, culturally derived orientations to learning.

Adams, M., Bell, L.A., & Griffin, P.S. (Eds.) (1997). *Teaching for diversity and social justice: A sourcebook.* New York: Routledge: 1997.

> This edited volume provides strong and detailed attention to three critical areas of teaching for diversity and social justice: theoretical foundations and frameworks that guide pedagogical practice, curriculum designs to address six social justice issues (racism, sexism, heterosexism, anti-sematic, ableism, and classism), and an overview of intra- and interpersonal as well as group dynamics that are relevant to social justice education ("Knowing Ourselves as Instructors," "Knowing Our Students," and "Facilitating Social Justice Education Courses").

Afolayan, J.A. (1994) The implication of cultural diversity in American schools. *To Improve the Academy, 13, pp 135-146.*

> The purpose of this article is to analyze the major factors responsible for the cultural diversity in America and their implications for professional educators. These factors include immigration, communication, linguistic diversity, cultural values, and desegregation. While some educators look to the demographics of the new student population, others consider historical clues as a method of understanding American diversity. Statistics about school achievement and dropout and graduation rates show the disparity among the ethnic groups. The new immigrants and ethnic groups may experience conflict as a result of cultural attitudes of teachers and peers. Individuals cannot be understood unless they are seen against the cultural history from which they have come and in terms of the situation in which they currently live. Because of the diversity in the American population, educators need to be sensitive to the cultural element that may affect students' performance and self-esteem.

Anderson, J. & Adams, M. (1992). Acknowledging the learning styles of diverse student populations: Implications for instructional design. In *New Directions in Teaching and Learning, 49.*

> Issues regarding teaching effectiveness and excellence are increasingly tied to issues of diversity; therefore, one should be examining the interplay of social and cultural diversity with learning styles, curricular content, and instructional styles. Effective teaching cannot be limited to delivery of information. Studies that have examined different groups' orientations to cultural values support the contention that nontraditional groups who share common conceptualizations about basic values, beliefs, and behaviors exhibit similar socialized differences and stylistic learning preferences. The authors use, as an example, Kolb's model of experiential learning to show how teachers can develop a multicultural teaching repertoire that takes into account cultural style

differences. While identification of styles with particular social and cultural groups helps alert teachers to important differences, a full range of instructional strategies should be employed.

Awbrey, S.M. & Scon, D.K. (1994). Knowledge into wisdom: Incorporating values and beliefs to construct a wise university. *To Improve the Academy,* 13, *pp 161-176.*

Philosopher Nicholas Maxwell argues that universities today are founded on a philosophy of knowledge that is too narrowly focused on solving the technical problems of specialized academic disciplines. Maxwell believes that the foundation for the university should be a new type of inquiry that would have as its aim the improvement of not only knowledge but personal and global wisdom-a type of inquiry that would help us address the larger, complex problems that threaten our society. The authors agree with Maxwell but submit that the university has already begun a transformation to the philosophy of wisdom. As evidence of this organizational transition, current debates within the academy which relate to the components of wisdom are analyzed. A model for the development of wisdom is presented and its stages compared to the historical development of the university. The authors argue that universities should both exemplify and foster wisdom. Instructional implications of the philosophy of wisdom are explored.

Bean, M.S., Kumaravadivelu, B., & Lowenberg, P.H. (1995). Students as Experts: Tapping the cultural and linguistic diversity of the classroom. *Journal on Excellence in College Teaching,* 6(2); *pp 99-112.*

The challenges of the increasingly diverse U.S. college classroom may at first seem problematic. However, when educators become aware of the broad range of cultural and linguistic behaviors that can inform their particular classroom culture, areas in which students are expert, they can not only defuse incipient tensions but also experience such diversity as a rich resource for alternative modes of teaching and learning. The dynamics of the culturally diverse classroom are outlined, and strategies are proposed for reducing miscommunication and expanding understanding of different educational practices and varieties of English that may emerge in the classroom.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind.* New York, NY: Basic Books.

Women's Ways of Knowing offers new and useful understandings of the epistemology (methods and basis) of the development of women's knowledge. Earlier research in this field concentrated on predominately undergraduate middle- and upper-class Caucasian males (Perry, Kohlberg). Based on interviews with 135 women of various ages from a variety of cultural and economic backgrounds, Belenky suggests the orientations of separate and connected knowing, discusses silence and voice, and procedural, received, constructed and subjective knowledge as prisms through which to understand women's ways of knowing.

Butler, Johnnella E. (1994). A Report Card for Diversity. *To Improve the Academy,* 13; *pp 147-160.*

This article was originally prepared for and presented as the keynote address for the 1993 POD conference. As an assessment of where we are and need to go intellectually in efforts to incorporate diversity into the liberal arts curriculum, it argues for the recognition of the multiple, connected stories in our national story, in order to allow for a transformation in our teaching, our curricula, and jn the structure of colleges and universities that moves us to an individualism defined and supported by collective, shared memory, thereby promoting the generative reaming necessary to the evolution of a just, plural society.

Butler, J. & Schmitz, B. (1992). Ethnic Studies, Women's Studies, and Multiculturalism. *Change,* Jan, 24. *pp 36-41.*

Part of a cover story on multicultural education. The growth of ethnic studies and women's studies should be greeted with both enthusiasm and caution. The positive part of this trend includes the supplying of courses a/ faculty members for newly established "diversity requirements" and the establishment of faculty development programs aimed at reeducating scholars. A more painful part of the growth of ethnic and women's studies involves the difficulty of establishing programs of integrity and scholarly credibility. The writers address the evolution and impact of ethnic and women's studies, misconceptions about the purposes of these disciplines, and the provision of leadership for multicultural initiatives.

Collett, Jonathan. (1990). Reaching African-American students in the classroom. *To Improve the Academy,* 13, pp 177-188.

Citing grim statistics on the attrition rate of African American college students, the author argues that the most critical challenge for faculty development programs is to focus attention on the effects that teaching and reaming dynamics can have on the persistence of African American and other under-represented minority students. Collett points out that traditional expectations about education discriminate against various groups according to gender, class, and race. He then outlines teaching strategies that account for culture-based learning styles. Some of these strategies include: becoming aware of our own culture-bound learning styles; being tolerant of disorder and emotion; conveying high expectations of students to build their confidence; offering support both in and out of the classroom; discussing cultural diversity in the classroom; having frequent class evaluations; and varying the pedagogical approaches to meet diverse learning styles.

Collett, J. & Serrano, B. (1992). Stirring It Up: The Inclusive Classroom. In *New Directions in Teaching and Learning, 49.*

This article looks at the experience of institutions where women and minorities have been either the sole constituency or the vast majority as a source of lessons in academic success. The greater success of students in these institutions is due to common factors: a supportive atmosphere, respect for cultural identity, high expectations, positive role models, and vigilance against bias. The authors find that multicultural education on mixed campuses, on the other hand, is currently failing to address needs of many students. The worst problem is the resistance and inability of predominantly white male faculty to recognize and respect gender and cultural differences among students. In this article, the authors provide a model of cultural continua, with one axis reflecting a continuum of cultural experiences embedded in home culture at one end and mainstream culture on the other end, with the cross-axis a continuum of English proficiency. Understanding in which quadrant a student falls can help teachers adjust their instructional approaches to meet that student's needs. Faculty can also place themselves along the continua, to become aware of their own cultural embeddedness and move away from it to better communicate with students and other colleagues. The authors suggest the task of progressing to a truly multicultural curricula and classrooms requires institutional and personal transformation because diversity challenges the structure of the disciplines.

Curtis, M. S. & Herrington, A. J. (1992) Diversity in required writing courses. In *New Directions in Teaching and Learning,* 52.

Today's challenge, for students and teachers of writing alike, is to construct a social identity on which we can all agree amid a growing confluence of identities, both individual and ethnic. The objective of teaching writing, the authors state, is for writers to be able to move confidently and thoughtfully through private meaning- making to significant communication with others. In this chapter, the authors describe a multicultural basic writing course that they designed, which included significant books by writers from outside of the Anglo American canon. Basic Writing was designed to be more inclusive and student-centered; student writing was the principal activity and student writings the principal texts. The authors comment that in exploring the multicultural content of the works studied, they became conscious of their own interpretive processes, and it was these processes, rather than the interpretations, that they meant to pass on to students.

Ericksen, S. C., & Strommer, D. W. (1991). *Teaching college freshman.* San Francisco, CA: Jossey-Bass.

Drawing on freshman learning research, the authors offer practical guidance on how to teach and provide academic support for students in their crucial first year. They examine issues such as students' diverse educational backgrounds, learning styles, expectations about learning, and their educational goals and values. They identify common anxieties, habits, and assumptions that can impede learning progress, and they present strategies for overcoming these obstacles.

Fiol-Matta, L. & Chamberlain, M.K. (Eds.) (1994). Women *of color and the multicultural curriculum: Transforming the college classroom.* New York, The Feminist Press.

This volume documents the Ford Foundation's Mainstreaming Minority Women's Studies program to encourage curriculum transformation by concentrating on the issues, learning, research, and achievements of women of color in the United States. Part One is on faculty development and begins with two essays: "Shifting Models, Creating Visions: Process and Pedagogy for curriculum Transformation" (Karen E. Rowe); and "Understanding Outcomes of Curriculum Transformation" Paula Ries, then focuses on faculty development, with model syllabi drawn from the George Washington University and the University of California at Los Angeles. Each is accompanied by an introductory essay by the seminar facilitators. Part 2 presents undergraduate syllabi representative of the course revisions produced by the program's seminars and two general essays "Litmus Tests for Curriculum Transformation" (Liza Fiol-Matta) and "Reflections on Teaching Literature by American Women of Color" (King-Kok Cheung). Specific curricula in the following areas: American studies, art and architecture, Barnard College first-year seminars, history, literature, theology, writing, anthropology, economics, geography, political science, psychology, and sociology, and Puerto Rican studies complete the volume.

Friedman, E. G., Kolmar, W. K., Flint, C. B., & Rothenberg, P. (Eds.). (1996). *Creating an inclusive classroom: A teaching sourcebook from The New Jersey Project.* New York, Teachers College Press.

> This volume gathers over 40 innovative syllabi, teaching resources, and reflective essays intended to move college curriculum toward one that is inclusive, nonsexist, non-racist, and multicultural. Of particular note are the curricula in environmental science, calculus , business, as well as humanities as well as discussions of the curricular transformation process.

Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York, Basic Books.

> Many instructors have found Gardner's analysis helpful when planning their teaching/learning environment. Gardner defines intelligence as the ability to solve problems or to fashion products that are valued in one or more cultural or community settings and proposes that human beings are capable of knowing the world in at least seven different ways: through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and understanding ourselves. People differ in the relative strength and dominance of these intelligences, and in the ways these intelligences are invoked and combined. Gardner proposes that any concept worth teaching can be approached from at least five different entry points: narration, logical quantitative, foundational, esthetic, and critical. The teacher makes available several entry points at the beginning or over time so that there is a good chance that students with differing intelligence profiles will find relevant and engaging ways of learning.

Hardiman, R. & Jackson, B. (1992). Racial identity development: Understanding racial dynamics in college classrooms and on campus. In *New Directions in Teaching and Learning,* 52.

> In recent years, higher education has seen a shift in the evolution of approaches to social diversity on campus. Instead of expecting students from under-represented social groups to conform to preexisting college norms, faculty and administrators now seem to be open to new perspectives and expectations that these students bring with them to the campus and classroom. Educators are trying to understand how each group views the world as a function of its experiences with social injustice and the influence of cultural orientation. In this synthesis of their work on racial identity development, the authors outline five stages that describe predominant modes of consciousness or world views that Blacks and Whites go through in developing their identities. The authors write that understanding the racial identity development of Black and White Americans assists educators in making informed responses to challenging racial dynamics on college campuses.

Hilsen, L. & Petersen-Perlman, D. (1994) Leveling the playing field. *To Improve the Academy,* 13, *pp 221-233.*

> To promote equity in education, the authors contend that teachers must: 1) hear all the voices in their classrooms, 2) distribute power so students can vocalize, 3) establish ground rules with students on how to interact in the classroom, and 4) use active teaching and reaming strategies in their classrooms. By employing each of these four strategies, the authors believe the educational playing field will become level, enabling all to participate equitably in attaining educations.

Hunt, J. A. (1992) Monoculturalism to multiculturalism: Lessons from three public universities. In *New Directions in Teaching and Learning*, 52.

> Comparison of the experiences of three public universities in the northeast and midwest in changing from monocultural to multicultural campuses suggests intrinsic barriers to change and common elements in organizational and curricular development. Lessons were reamed for organizational administration and governance, college environment, and faculty development.

Knoedler, A.S. & Shea, M.A. (1992). Conducting Discussions in the Diverse Classroom. *To Improve the Academy, pp123-135.*

> In this article the authors focus on conducting discussions in diverse classrooms. They begin by examining three cognitive frameworks that can help instructors appreciate the diversity of learning styles among students. These frameworks are Felder and Sdvemman's (1988) reaming styles, Perry's (1970) cognitive development theory, and Belenky, Clinchy, Goldberger, and Tanule's (1986) 'women's ways of knowing'. The authors then review specific strategies that can be used not only to make classroom discussions mor inclusive but also to foster diversity through discussions.

Knowles, T., Medearis, C., & Snell, A. (1994), Putting empowerment to work in the classroom. *To Improve the Academy*, 13, *pp 203-211.*

> At Sinte Gleska University, a tribal college on the Rosebud Sioux Reservation, the authors are empowering students through teaching methods and curricular choices. The authors identify three areas as important ingredients in empowering students: validating culture, teaching to learning styles, and utilizing teaching strategies resulting in self-directed learning. The authors argue change in the fundamental ways we view ourselves as teachers is necessary in order to empower students. In addition, changes in the way we teach, assess, and interact can have a profound impact on our students.

Kolb, D. A. (1985). *Learning style inventory.* Boston, MA: McBer and Co.

> In this classic work, the author identifies a learning cycle grounded in an experiential model of learning. The four phases of the cycle: concrete experience, reflective observation, abstract conceptualizing, and active experimentation, each require a different process to acquire different information and to learn different skills.

Maher, F. & Tetreault, M. (1992). Inside Feminist Classrooms: An Ethnographic Approach. In *New Directions in Teaching and Learning, 49.*

> The authors describe two feminist classrooms where the instructors' and students' relationship to mastery, voice, authority, and positionality are explored. An understanding of these helped the teachers construct their alternative pedagogues. In the traditional classroom, teachers' pedagogical choices are the guiding theories and world view of a particular discipline. However, feminist theorists, as well as post-modernists, argue that truth is gendered, raced, and classed. It is also dependent on context, including the context of the classroom. By addressing issues of mastery, voice, authority, and positionality, each teacher in the two feminist classrooms repositioned the relationships among herself, the students, and the material, away from herself as authority and toward learning as a function of complex interactions among teacher and student voices. These choices had different effects on different students. The authors conclude that feminist approaches to pedagogy provide alternative ways of attending to the multiplicity of student backgrounds and the constantly expanding set of perspectives to contend with and honor.

Marchesani, L. & Adams, M. (1992). Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action. In *New Directions in Teaching and Learning*, 52.

> This chapter describes a four-pant model of the dynamics of teaching and learning that have particular relevant to social and cultural diversity in college classrooms: (1) Students--knowing one's students and understanding the ways that students from various social and cultural backgrounds experience the college classroom. (2) Instructor--knowing oneself as a person with a prior history of academic socialization interacting with a social and cultural background and learned beliefs. (3) Course content--creating a curriculum that incorporates diverse social and cultural perspectives. (4) Teaching methods--developing a broad repertoire of teaching methods to address reaming styles of students from different social backgrounds. This model can be used by teachers as a framework, organizer, and diagnostic tool for classroom experience. It can also be used as a framework for faculty development workshops, as well as help manage the extensive new literature about multiculturalism in higher education.

Mayberry, Katherine J. (Ed.) (1996). *Teaching what you're not: Identity politics in higher education.* New York: New York University Press.

> This edited volume lokks at the intersection between course content and instructor identity. Four sections of papers address multiculturalist pedagogues, considerations regarding the students themselves, instructor identities, and course content. Paper include: "No Middle Ground? Men Teaching Feminism" (J. Scott Johnson et al.); "Straight Teacher/Queer Classroom: Teaching as an Ally" (Barbara Scott Winkler); "Teaching in the Multiracial Classroom: Reconsidering 'Benito Cereno'" (Robert S. Levine); "Scratching Heads: The Importance of Sensitivity in the Analysis of 'Others'" (Donna J. Watson); "Who Holds the Mirror? Creating 'The Consciousness of Others'" (Mary Elizabeth Lanser); and "Teaching What the Truth Compels You to Teach: A Historian's View" (Jacqueline Jones).

Morey, A.I. & Kitano, M.K. (eds.) (1997). *Multicultural course transformation in higher education: A broader truth.* Needham Heights, MA: Allyn & Bacon.

> Papers in this volume suggest a framework for making course and curricular changes, along with specific examples and scenarios from a variety of disciplines. Some chapters and authors include: "A Rationale and Framework for Course Change" (Margie K. Kitano); "What a Course will Look Like After Multicultural Change" (Margie K. Kitano); "Instructional Strategies" (Eleanor W. Lynch); "Assessment of Student Learning" (Rena B, Lewis); "Classroom Dynamics: Disclosing the Hidden Curriculum" (Terry Jones and Gale Auletta Young); "The Community College Curriculum" (Desna L. Wallin); "Organizational Change and Implementation Strategies for Multicultural Infusion" (Ann Intili Morey); and chapters addressing curricular change and instructional strategies in specific fields (English, mathematics, biological and environmental sciences, economics, nursing, teacher education).

Perry, W. G., Jr. (1970). *Forms of intellectual and ethical development in the college years.* New York, NY: Holt, Rinehart, & Winston.

> These two classics in the field are illuminating and helpful explanations of positions or perspectives of intellectual and ethical development in student thinking. Perry's study is limited to a focus on white males. Belenky and her colleagues argue that women have developed along different intellectual lines from men due to different value orientations.

Sadker, M. & Sadker, D. (1992). Ensuring Equitable Participation in College Classes. In *New Directions in Teaching and Learning, 49.*

Interactive teaching, for all its benefits, has the potential for interjecting subtle bias into the college classroom. Teachers are more likely to interact with white male students than with female or minority students. Boys get more attention because they grab it. Teachers, however, are often unaware of the inequities. Informal segregation, through seating and group work patterns, for example, also intensifies inequitable participation. This is usually done by students, but a teacher rarely intervenes to integrate seating and group work, especially in higher education. The authors argue segregated patterns influence the distribution of teacher attention and recommend strategies to eliminate inequitable instruction.

Schmitz, B. (1992). Cultural pluralism and core curricula. In *New Directions in Teaching and Learning*, 52.

Across the country, faculty members are redefining core knowledge and skills to include learning about U.S. pluralism and world cultures and experimenting with new pedagogical approaches that engage cultural multiplicity in effective ways. These changes have not gone uncontested, however. In this chapter, the author explores institutional and conceptual issues central to addressing cultural pluralism in the core curriculum and describes practices that have proved useful to faculty members developing or revising courses or planning ne curricula. Some of the curricular solutions that the author describes include: multiple centers, which allow different groups and traditions to occupy the center of attention for specific times, to be studied on their own terms; and new pedagogues (such as feminist and black studies pedagogues) that seek to build on experience. Familiar to specific student populations.

Smikle, J. L. (1994). Practical guide to developing and implementing cultural awareness training for faculty and staff development. *Journal of Staff, Program, and Organization Development,* Sep, 12; *pp 69-80.*

This article describes an interactive workshop for faculty/staff development in diversity and cultural awareness. This article illustrates the mechanics of introductory awareness training which focuses on identifying institutional barriers, communication across cultures and action planning for diversity. The article details a workshop which focuses on practical applications of the major theories and principles diversity.

Wadsworth, E.C. (1992). Inclusive teaching: A workshop on cultural diversity. *To Improve the Academy,* 11; *pp 233-239.*

Although higher education has become more accessible for nontraditional students over the last two decades, it has not necessarily become friendlier. In fact, culturally diverse students frequently find, the most difficult thing about college is learning how to learn in the dominant U.S. way. The author argues that many faculty know little about the effects of culture or communicating across cultures. Because culture is ingrained in every aspect of human life, it is crucial that faculty become more knowledgeable about culture and cross-cultural communication. This article presents ideas for a workshop designed to address the issue of cultural diversity among students. With a greater awareness of cultural differences, faculty can teach in more culturally sensitive ways. This article includes an appendix with two sample cases that could be used as catalysts for discussion.

Weinstein, G. & Obear, K. (1992). Bias issues in the classroom: Encounters with the teaching self. In *New Directions in Teaching and Learning,* 52.

> Handling intergroup bias issues in the classroom may stimulate instructor anxiety but also provides opportunities for self-understanding. This chapter describes some commonly shared fears that faculty have about intergroup bias issues. These include: confronting their own social and cultural identity conflicts; having to confront or being confronted by their own bias; responding to biased comments; having doubts and ambivalence about their own competency in handling bias issues; needing learner approval; and, handling intense emotions and losing control. An instructor's ability and willingness to anticipate and monitor her or his interpersonal dynamics about the teaching situation is a necessary component of classroom preparation. The authors offer some coping strategies and summarize personal attributes of the effective cross-cultural trainer that can be generalized to any teaching role.

Wlodkowski, R. J., & Ginsberg, M. B. (1995). *Diversity and motivation: Culturally responsive teaching.* San Francisco, CA: Jossey-Bass.

> This volume offers real world guidance and suggestions for respectful teaching practices that cross disciplines and cultures. Using a motivational framework for culturally responsive teaching applied in a post-secondary setting, the authors describe learning strategies and structures necessary to establish inclusion, enhance meaning, and engender competence. Included is a syllabus and an analysis of it that shows where the syllabus is consistent with norms, procedures, and structures of culturally responsive teaching and where improvement from this perspective is possible.

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